

Point of View

By Donald L. Robinson

There is an odd tendency in Presidential campaigns to fix attention on minor issues. In 1988 we heard a lot about Willie Horton, but relatively little about the President's responsibilities in national-security affairs. In office, President Bush has had nothing to do with paroling convicts, but twice he has taken this nation to war.

This year, we must find a way to draw the candidates into a serious discussion of how the Constitution divides the powers between the President and Congress to prepare for and wage war.

The candidates are unlikely to do it of their own volition. President Bush will invoke memories of war in the Persian Gulf only to recull his performance as Commander in Chief. His opponent will try to emphasize domestic issues, on which the current Administration seems most vulnerable. If drawn into discussing national security, he will criticize the President's failure to finish off Saddam Hussein or to eliminate Panama as a way-station for the drug trade.

Thus the question of the President's war powers is unlikely to be raised, unless academics and other intellectuals insist on it. Especially since the collapse of the American effort in Vietnam, scholars have devoted a great deal of attention to the war powers. Their writings reveal a clear consensus about the intentions of the framers of the United States Constitution, and about recent practice, which since the Korean and Vietnam Wars has increasingly departed from what the framers intended.

The consensus of scholarly opinion is that the framers of the Constitution intended that "no one man" (in Abraham Lincoln's later phrase) should have the power to take the nation to war. In monarchies, kings had had such authority, but the American framers distributed it among politically independent actors. To Congress, the representative assembly, they gave the power to declare war, to raise armies, and to make rules for their use. To the President, they gave responsibility for the conduct of foreign relations (subject to consultation with the Senate), and, as Commander in Chief, the power to direct military forces once Congress had provided them.

This system kept Congress centrally involved in making national-security decisions until the middle of the 20th century. Our current predicament was foreshadowed in the 19th century when President Polk deployed armed forces to provoke war with Mexico. Typically, however, Presidents and Congress moved jointly toward major conflicts. As Franklin D. Roosevelt realized, if Congress was not willing to mobilize troops, a President's hands were tied.

At mid-20th century, we reached a turning point. To fight the cold war, Congress for the first time in American history provided a massive standing army in peacetime. No longer did Presidents have to ask Congress to mobilize for warfare. Thus, in Korea, in Vietnam, in Panama, and in the Persian Gulf, Presidents were able to send huge armed forces into battle on their own authority.

Scholars soon were deploring these developments. The historian Arthur Schlesinger, Jr., set the tone in 1973 with his magisterial history of Presidential war making, *The Imperial Presidency*, which focused on Presidential appropriation of power. Attorneys for the executive branch have insisted that the Supreme Court's 1936 decision in *United States v. Curtiss-*

Make the President's War Powers a Key Issue in the Fall Campaign

Scholars should lead debate on the constitutional question



Wright Corporation supports the President's prerogative as Commander in Chief to make war without Congressional authorization. Scholars in turn have subjected Justice George Sutherland's majority opinion in that case to devastating criticism. Most recently, for example, the legal historian Michael Glennon (in the spring 1991 issue of *Foreign Affairs*) and the author and journalist Theodore Draper (in the September 26, 1991, and January 30, 1992, issues of *The New York Review of Books*) have argued that President Bush departed from sound constitutional doctrine in initiating the Persian Gulf war.

The availability of a massive standing army has caused a fundamental shift, without formal amendment, in the practical operation of the Constitution. We can no longer depend on constitutional procedures to guarantee that the war powers will be shared between the President and Congress. The declaration-of-war clause has become a dead letter, unenforceable by the courts. Too many exceptions have been made, for Lincoln during the Civil War and for a succession of Presidents during the Vietnam War. In cases brought by young men claiming that they had no obligation to fight in undeclared wars, the courts found evidence of Congressional acquiescence in the wars because they passed bills appropriating money for the military.

Frustrated by its inability to call Presidential war-making to account, Congress passed the War Powers Resolution in 1973, over Richard M. Nixon's veto. It has not worked. Congress has repeatedly shown itself unwilling and unable to insist on being consulted in a timely fashion as the resolution requires, and the courts have been unwilling to enforce its provisions. Not unreasonably, the courts have held that the war powers are distributed by the Constitution between Congress and the President, that Congress has many ways to call a President to account, and that lawsuits are an inappropriate forum for deciding such disputes.

Several leading constitutional scholars, notably Louis Henkin of Columbia University and Harold Koh of Yale University, have criticized the courts for refusing to rule substantively on these challenges. New suits are pending, one brought, for example, by Rep. Ronald Dellums of California, that challenge President Bush's deployment of troops in Panama and the Persian Gulf. Eleven of the best-known professors of constitutional law at American law schools have submitted a friend-of-the-court brief in one case. It may be that

this effort will eventually bear fruit.

So long as we have a massive standing army, however, only the President can effectively insist that Congress be consulted before the nation embarks on the road to war. If a President is willing to make the decision for war after consulting only his own advisers (as President Bush did in Iraq), we cannot expect the courts or Congress to force him to consult a wider circle. Nor, in the heat of preparations for war, do we expect the public to insist on wider discussion.

The best insurance against abuses of executive power is no longer the Constitution, but a President's temperament. Dwight Eisenhower, for example, was a "consultant" by nature. His instincts were reinforced by his memory of the price that Harry Truman paid for failing to get Congress formally behind the Korean War—his inability to fully support to avoid a steel mill and his historically low opinion poll ratings. When John Foster Dulles sought to steer the United States toward aiding the French

at Dien Bien Phu, Ike refused unless Congress and Great Britain were explicitly on board, a condition Dulles was unable to meet.

Lyndon Johnson also remembered Truman's difficulties over Korea. That is why he asked Congress to pass the Tonkin Gulf Resolution in 1964. Johnson's consultations, however, lacked candor, and when Congress lost confidence in the Vietnam War, Johnson and his successor, Mr. Nixon, had to resort to "sheer command," using Presidential war powers to take the conflict to its bitter close.

President Bush relied partly on United Nations resolutions to justify his drive toward war with Iraq. In some ways, this was a promising move toward international responsibility, but it cannot substitute for our own constitutional processes. Nor was the 11th-hour debate in the Senate in January 1991 sufficient. That debate should have occurred in October, when the Bush Administration decided to prepare for military action to liberate Kuwait. In Mr. Bush's defense, it must be acknowledged that Congress, in the midst of its own re-election campaign, was a co-conspirator in the decision to avoid the debate in October.

Who, then, will raise this question during the coming campaign? People who have specific policy interests (health care, abortion rights, trade, job creation) will be preoccupied with those issues. The responsibility to broach issues of constitutional process falls to intellectuals, who have the time, the historical perspective, and the sense of how we might suffer in the future if we fail to preserve and honor the framers' intent that there be informed national debate before we embark on the road to war.

Democratic constitutionalism is a fundamental value. When nationalist passions are boiling, it is not always politically expedient for members of Congress to adhere strictly to the processes established by the framers. That is why it is the special responsibility of intellectuals, in the press and in colleges and universities, to insist on it. The viability of the Constitution as a framework for democratic governance of a modern superpower depends on our willingness to meet this responsibility.

Donald L. Robinson is professor of government and American studies at Smith College.

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Quote, Unquote

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"The Holy Grail has been found." An astronomy professor, on the discovery of structures in the ancient fabric of the universe: A9

"These kinds of academic truths grow better in the daylight." They don't grow well in the dark." An accused professor, on open hearings into research fraud: A1

"What has happened is that most of the people accused of misconduct and fraud are big, entrepreneurial scientists. The Administration is opposed to making life hard for these people." Head of the National Coalition for Universities in the Public Interest: A25

"They feed on each other and respond to each other. And all the while, I keep looking at the news and what I see is white men in blue suits with red ties." An English professor, on academic feminists: A15

"My critique flows from a Midwestern populism that makes me increasingly annoyed by the revolutionary posturing of prosperous academics who like to pretend that they are something else." A professor of history, on the linguistic left: A40

"Diversity is more than just a game of numbers or political expediency." An administrator at Colorado State U., on rethinking the cultures of disciplines: B1

"We have to live modestly. But I realize that, being a newcomer, I have to start small. I've gotten used to restricting myself." A Soviet émigré, on her inability to find work in Israel: A1

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'I LIKE TO GO TO WORK'

For Academic Emigrés From Former Soviet Union, Their Life in Israel Becomes One Long Job Search

By HERBERT M. WATZMAN

JERUSALEM

Each morning Alexander Kaminsky, until nine months ago a professor of engineering at the Timiryazev Agricultural Academy in Moscow, takes the bus from an outlying Jerusalem neighborhood to the center of town. There, in a small workshop, he frames pictures for \$2.50 an hour. He says he is happy.

"I like to go to work," he says. "It's important to work, no matter what it is."

But, he quickly adds, he has no hope of being a professor here. "My Hebrew just isn't good enough," he says. His English also is rudimentary, and his age, 55, is a liability—most Israeli agencies and businesses refuse even to consider taking on anyone that age.

Still, Mr. Kaminsky says he has "a good attitude" about his situation. "I hope that I'll eventually be able to find work in research or as an engineer," he says. "In the meantime, there are plenty of odd jobs in Jerusalem."

Low Expectations

Mr. Kaminsky's surprising optimism is not uncommon among the approximately 6,000 researchers and academics who have come to Israel from the Soviet Union and its successor states since the latest wave of immigration began in November 1989. Their expectations are low, and many of them seem to

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Scientists Begin to Question Confidentiality of Fraud Investigations

By DAVID L. WHEELER

An unusual dispute between a researcher accused of scientific misconduct and the university that is investigating him has prompted a new debate about the traditionally secret nature of hearings on research fraud.

Two scientists have accused Herbert L. Needleman, a professor of psychiatry at the University of Pittsburgh, of misrepresenting data in a landmark 1979 paper on the effect of exposure to lead on children's intelligence. Dr. Needleman has fought the university's effort to keep its investigation of the research confidential.

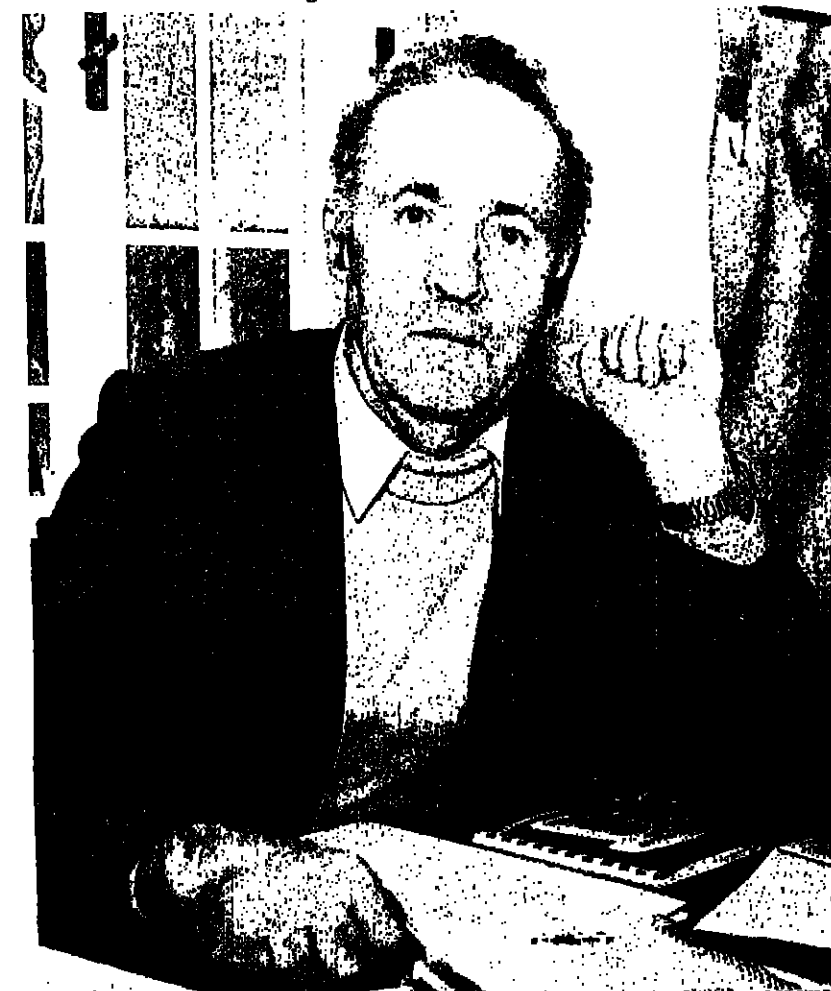
In March, Dr. Needleman sued the university to open a hearing that administrators said they wanted held in private. The suit, which also concerns other issues related to the investigation, is still pending. The hearing, held this month by a university panel reviewing the case, was opened up to the public.

"These kinds of academic truths grow better in the daylight," Dr. Needleman says. "They don't grow well in the dark."

In the past, the prevailing wisdom among scientists was that even a hint of fraud charges whispered in departmental hallways or at scientific meetings was enough to end a research career. That view has led to calls for increased confidentiality in both university and government investigations of fraud.

At least a few observers now wonder if that approach may be misguided. A better way to increase public confidence in science

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David Bykovsky, once a plasma physicist in the Soviet Union, now helps scientists find jobs in Israel. "Giving advice is easy, but it doesn't help much."



Accused, Pitt's Herbert L. Needleman (in clinic). He applauds the openness of the hearing in his case.

TOO MUCH NIETZSCHE?



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This Week in The Chronicle

April 29, 1992

Scholarship

SHOULD FRAUD INVESTIGATIONS BE PUBLIC?

■ An unusual dispute at the U. of Pittsburgh has prompted debate about the secrecy that traditionally surrounds allegations of scientific misconduct: A1
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They are feuding as never before, prompting a debate on the effects of public attention to their battles: A15

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For Brent D. Bowen, the director of the Center for Aviation Management Research at Wichita State U., air travel is fieldwork: A5

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Since recapturing the Arkansas Governor's office in 1983, he has made education the central focus of his administration: A23

COURT REJECTS APPEAL ON MINORITY AID

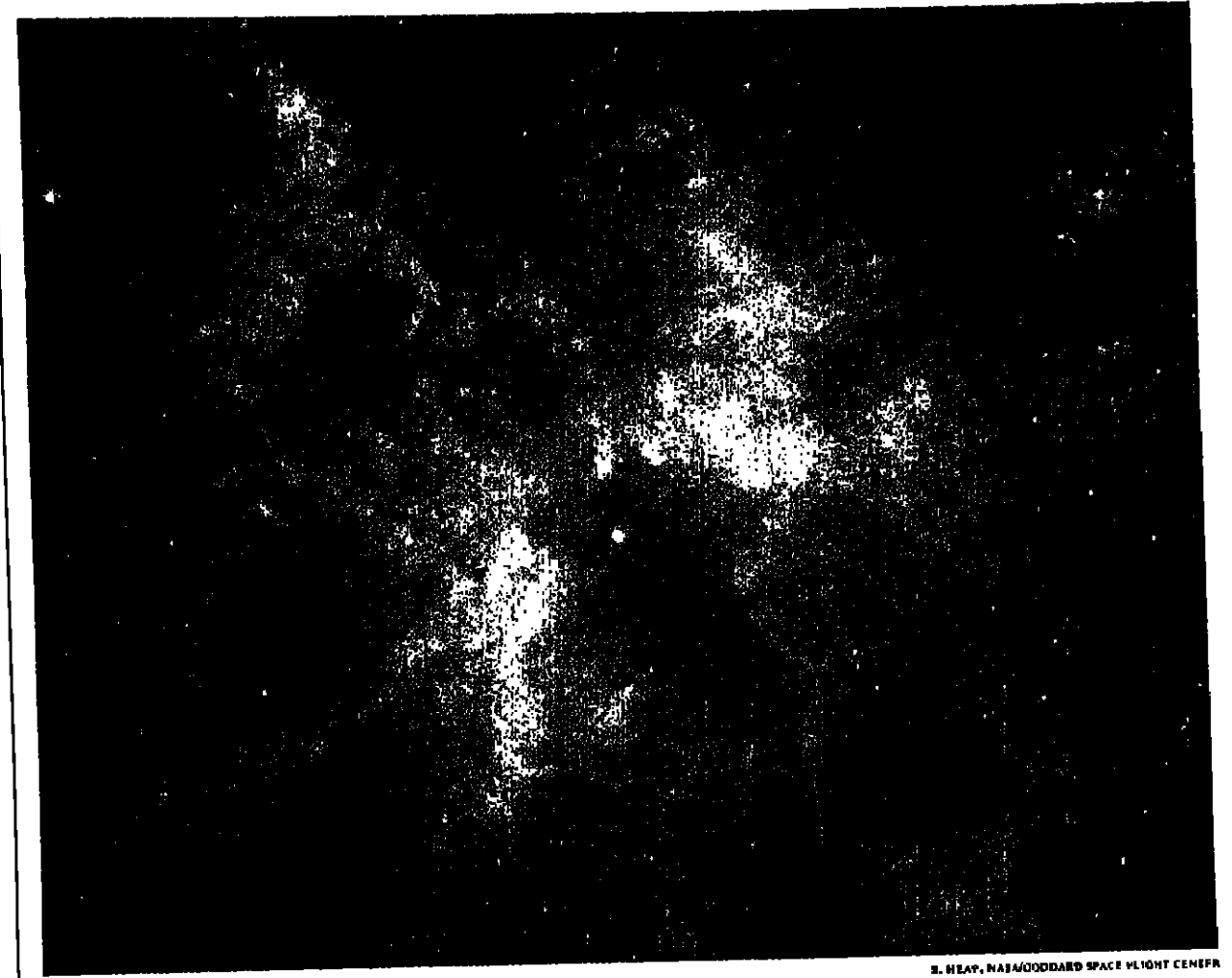
An appeals court won't reconsider a decision that could make it difficult for public colleges to offer minority scholarships: A23

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Next week will see the first review, since the Middle States controversy broke more than a year ago, of an accrediting group with a similar diversity policy: A24

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There are crucial differences between the Senate and House bills to reauthorize the NIH: A25



Scientists using the Hubble Space Telescope have obtained the first clear picture of what they say is the hottest known star, burning at a temperature some 33 times that of the sun: A10

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Drawings in a collection at the U. of Oklahoma portray lives and rituals through pictographs—simple images of people, animals, weapons, and teepees: B5

'Yellow Kid' drawings are uncovered at Syracuse U.: A5

THE 'LEDGER ART' OF AMERICAN INDIANS

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MARGINALIA

The newsletter of the University of Connecticut chapter of the American Association of University Professors quotes a candidate for chapter president:

"During the present crisis our chapter must descend the interest of all bargaining unit members and uphold UConn's reputation. . . . You're sure that's the way to do it?"

Headline in *The Daily Egyptian*, the student newspaper at Southern Illinois University:

DINNER CONCERTS
TO FEATURE FOOD
OF PAST 15 YEARS
We hate leftovers.

Memorandum from a dean at the University of South Carolina at Columbia:

"The wrong January 9, 1992, report from the College Curriculum Committee was enclosed with the agenda. Please replace the attached report concerning cultural awareness requirement in lieu of the other January 9, 1992, memorandum.

"We apologize for the inadvertent mistake."

As opposed to the purposeful kind?

We've mislaid the source of the flir from which this message was gleaned:

HELP US TO
END SUFFRAGE!
JOIN
AMNESTY
INT.

Notice in *The Green Sheet*, a newsletter at the College of DuPage:

"The Inservice Development for Administrators Committee, in conjunction with Health Services, will offer training in CPR (cardiopulmonary resuscitation), the Heimlich maneuver, rescue breathing and the unconscious choking victim. . . .

"Each participant will be issued his or her own individual mouth pieces and lungs."

They'll come in handy.

From the Florida State University's *Florida Flambeau*:

"The ACC's top-five teams (Duke, Florida State, North Carolina, Georgia Tech and Virginia) can boast of conference records at or above 500—a mark that virtually assures invitations to the NCAA Tournament. So the automatic bid that goes with a victory this weekend will likely go to a squad that's already been assured a birth.

"But as they say, anything can happen."

That's enough.

—C.O.

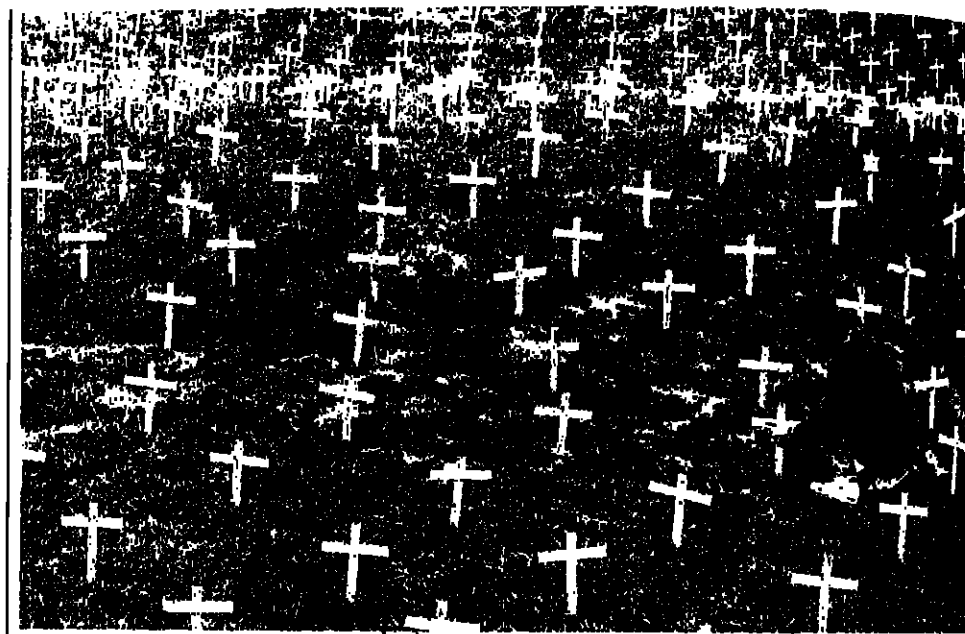
In Brief

Rutgers faces suit
over privacy issue

TRENTON, N.J.—Six current and former students sued Rutgers University in federal court last week, claiming that the institution violates students' privacy rights by misusing their Social Security numbers.

The students contend that the university collects lists of Social Security numbers without informing students that they don't have to disclose them. The suit claims that the university's practice is illegal under the federal Privacy Act of 1974. The students claim that the university has been careless in distributing the numbers, allowing them to be used on class rosters.

The suit, which is scheduled for a hearing next month, asks the court to bar the university from further use of the numbers. A university spokesman said Rutgers was concerned about safeguarding the numbers, but did not consider itself a government agency subject to the privacy act.



Abortion foes design 'place of mourning'

CINCINNATI—A student organization at the University of Cincinnati that opposes abortion erected 2,200 crosses and Stars of David on the campus to symbolize one half of the number of abortions it says are performed in the U.S. each day. Jackie Rought, president of Students for Life, said that the display was intended to "create an awareness" of the issue and be "a place of mourning, not

a place of protest." A university spokesman said about 35 faculty members had registered their disapproval, and an equal number area residents had telephoned to express support.

Steel-bridge contest
tests student engineers

ROLLA, MO.—Civil-engineering students from six Midwest universities competed at the University of Missouri's campus here to see who could design and build the best model steel bridge.

Teams of up to six undergraduates and graduates from each institution spent several months developing plans and constructing models. The 20-foot bridges were judged for their strength, weight, construction cost, and other factors.

David Vollenweider (right), a senior at the University of Missouri, helped assemble the bridge that proved to be the winning entry. The event was sponsored by the American Society of Civil Engineers and the American Institute of Steel Construction.



KATHLEEN MATTHEWS, U. OF MISSOURI

DePaul U. moves
classes after flood

CHICAGO—DePaul University moved classes for about half of its students to a downtown building after two of the university's classroom buildings were closed because of the city's underground flood.

Correction

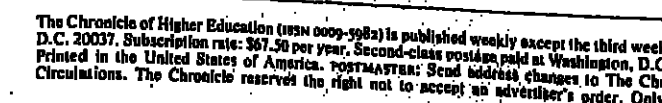
Because of incorrect information supplied by the U.S. Department of Education, a table showing 1990 enrollment figures for the University of Michigan at Flint (*The Chronicle*, March 18) also included data for the university's Dearborn campus. At Dearborn, total enrollment was 7,684, and the distribution by race was as follows: American Indian, 0.6

per cent; Asian, 3.4 per cent; black, 6.5 per cent; Hispanic, 1.0 per cent; white, 86.8 per cent; foreign, 1.0 per cent. At Flint, enrollment was 6,300 and the distribution by race was as follows: American Indian, 1.0 per cent; Asian, 1.1 per cent; black, 7.5 per cent; Hispanic, 1.1 per cent; white, 88.9 per cent; foreign, 0.0 per cent.

Harvard's drum to get its boom back

CAMBRIDGE, MASS.—The Big Bass Drum of the Harvard University Band, a fixture at football games, will undergo repairs to restore its booming sound.

The cowhide of the drum, which was made in 1955, is warped and its sound has deteriorated. A California company will restore the drum without charge. The band, with the help of student manager Victor W. Hwang (above), is trying to raise the estimated \$4,000 in shipping costs.



JOE WHEAT

"Yellow Kid" comic
uncovered at Syracuse U.

SYRACUSE, N.Y.—Syracuse University's Bird Library has made a rare find of the comical kind.

While indexing library materials, a staff member found 11 original

253 students arrested
in a sit-in at Brown U.

PROVIDENCE, R.I.—Police arrested 253 Brown University students last week after they occupied the campus administration building to demand that the university adopt an admissions policy that does not consider students' ability to pay.

The students were charged with five state misdemeanors, which carry penalties of up to \$500 or six months in jail or both, according to Robert A. Reichley, executive vice-president of the university. Brown rejects some students for admission because of their inability to afford its \$23,000 fee. The protesters said the university should raise more money for financial aid.

drawings of what is believed to be the first recurring comic-strip character in America, "The Yellow Kid." The drawings were part of a collection of books and magazines donated to Syracuse in the late 1960's, but they had been overlooked.

Drawn by Richard Felton Outcault, the character's prototype first appeared in 1895 in the newspaper cartoon "At the Circus in Hogan's Alley." But after a newspaper tested a new yellow ink on the bald, beady-eyed character's nightshirt, he became known as "The Yellow Kid" (below). In 1897, the character was featured in a comic book recognized by historians as the first ever.



RICHARD FETTON, 1895, SYRACUSE U.



Students protest road through forest

NORFOLK, VA.—Protests at Virginia Wesleyan College have delayed the construction of a new campus road that opponents say will damage a 100-year-old forest.

As many as 60 students stood in the intended work site of construction crews who were to begin building the road last week. The construction was postponed for at least a day.

The road is to be part of a complex of three residence halls and a

parking lot. It would cut through a 1.6-acre swath of a 12-acre forest of beech trees. Above, Krista McDonough, president of the Student Ecological Awareness League, walks through the forest.

A college spokesman said the site was the "least offensive" area for the road. He noted that the trustees had earlier agreed to move a proposed maintenance area from its original location in the middle of the forest.

PORTRAIT

Airline Watchdog Is Fly-By-Night (and Day) Scholar



Brent D. Bowen: "We're not trying to get across that particular airlines are not as good as others, but that there are measurable differences."

By JACK GOODMAN

It has taken Brent D. Bowen six hours longer than he expected to fly from Wichita to Washington. First his flight was rerouted due to fog. Later an airline agent treated him rudely and suspected him of lying to get a first-class seat.

For most people a similar experience would be a nightmare best forgotten. But for Mr. Bowen, an assistant professor of business at Wichita State University, it is fieldwork. Mr. Bowen is director of the Center for Aviation Management Research at Wichita's National Institute for Aviation Research.

"It's a perfect example of why you have to give quality service," he says. "You don't know who you're going to upset."

In this case, United Airlines upset a man who has spent the last four years studying the aviation industry and developing an index of the quality of service provided by the major American carriers.

Were It Not for His Eyesight . . .

Mr. Bowen's interest in aviation runs deep. He once ran a flight-instruction company and is licensed to fly just about anything with wings—from a two-seater to a commercial jet. If it were not for his 20/200 vision, he might be flying for an airline, not analyzing its performance. Although he has been forced to trade his leather pilot's jacket for an academic's blue blazer, Mr. Bowen still wears aviator glasses and keeps his wings—a membership pin from the aviation fraternity Alpha Eta Rho—on his lapel.

He recently came to Washington to announce the release of this year's Airline Quality Rating and to chair, along with two of his colleagues, the first annual International Forum on Airline Quality.

The idea for the AQR, as it is known, came from David S. Webster, one of Mr. Bowen's Ph.D. advisers and an education professor at Oklahoma State University. In 1986, Mr. Webster published *Academic Quality Rankings of American Colleges and Universities*, in

which he concluded that, as Churchill said about democracy, "quality rankings are the worst device for comparing the quality of American colleges and universities, except for all the others."

"World's Air Capital"

Wichita State applies the concept to aviation. Although Wichita is not an international transportation hub, it calls itself the "air capital of the world," partly because it serves as the home of the Beech, Cessna, and Learjet corporations, as well as a Boeing factory. Over 50 per cent of the world's general aviation aircraft roll out of those plants.

The university has taken advantage of that situation to draw federal, state, and corporate money to the National Institute for Aviation Research. The facility was completed in 1990 through a combination of \$8-million in Congressional earmarks and contributions from the local aviation industry. The institute does not, however, receive money from airlines.

The institute employs about 20 full-time researchers as well as about 35 graduate research assistants in the fields of aviation management, safety research, basic and applied research, and technology application. It also offers joint appointments to about 60 faculty members at the university.

The AQR, Mr. Bowen says, helps consumers choose better carriers and helps airlines understand what they need to do to improve their ratings. Indeed, in spite of his less-than-pleasant experience on United, Mr. Bowen tries to play down the negative publicity the ranking brings to low-scoring airlines.

"We're not trying to get across that particular airlines are not as good as others, but that there are measurable differences," he says.

The AQR, now in its second year, is based on a weighted average of 19 factors that Mr. Bowen, along with associates Dean E. Headley and Jacqueline R. Luedtke, think is a relatively accurate measurement of the quality of service airlines offer.

All the data for the ratings come from published sources, many of them from the Department of Transportation, and no use is made of consumer opinion polls.

The factors that make up the AQR range from on-time performance and number of accidents, which are weighted most heavily, to the average age of the airline's fleet and the financial stability of the company.

The biggest criticism of the AQR is that the weight assigned to each of the 19 factors is, as the report states, the result of a survey of 65 "airline industry experts" who gave their opinions of "what consumers would rate as important."

"It's admirable that they're trying to make it non-biased, but it's still subjective to put a weight on each of the 19 categories," says Michael Mitchell, a public-relations representative for America West.

American in the Lead

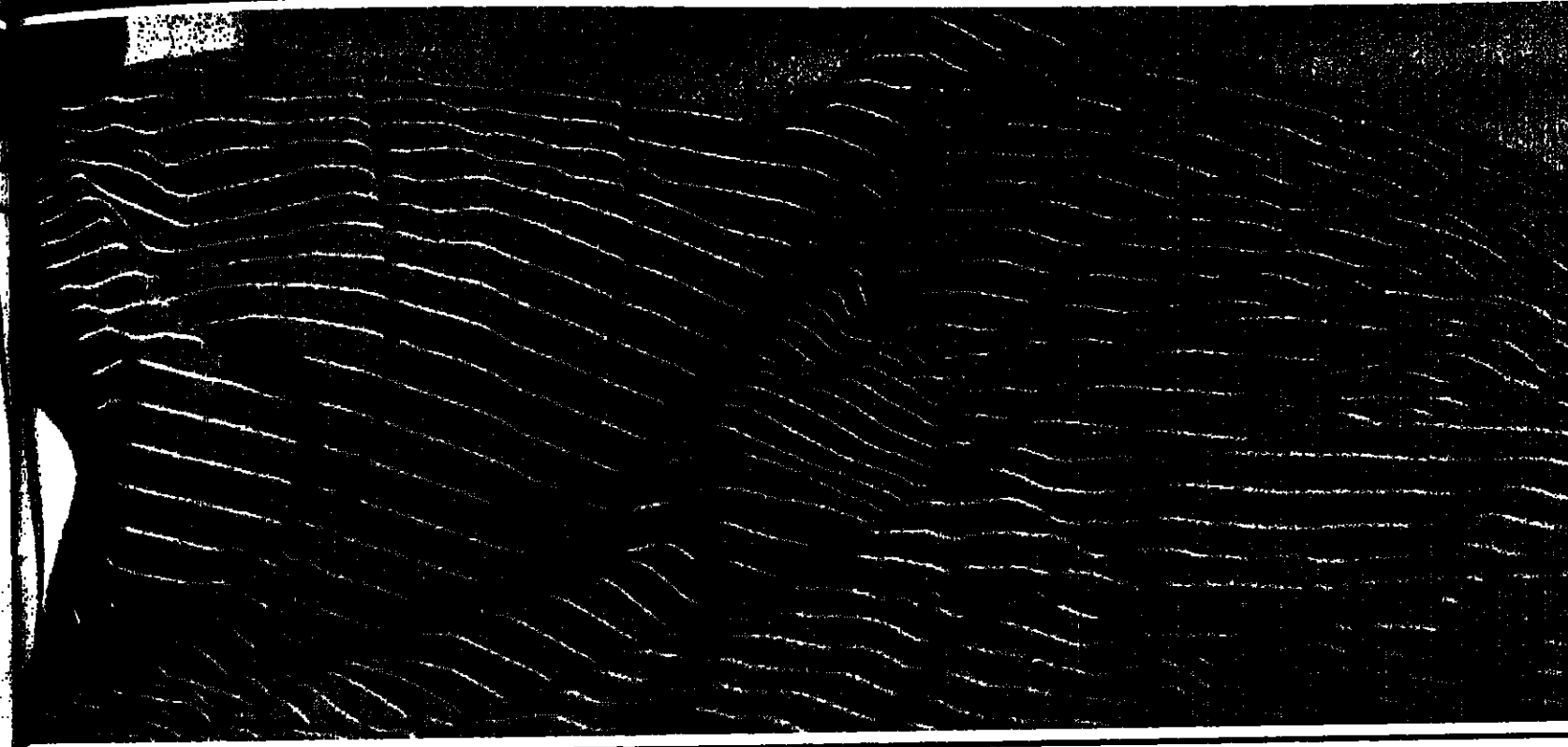
Christopher Witkowski, the director of the Aviation Consumer Action Project, which is affiliated with the lobbying group Public Citizen, says the AQR "is a great idea," but that government data are "not quite accurate or reliable" because many consumers only register complaints with a specific airline, not with the government.

Still, the release of the AQR generated considerable publicity this year. Hundreds of newspapers ran articles. Airlines that scored well took out full-page ads to boast of their rankings. Mr. Bowen says the publicity "helped us become an authority in the airline industry."

This year, like last year, the airline with the highest rating was American. United came in fourth, after Southwest and Delta. Trans World Airlines was at the bottom of the ranking of the nine carriers.

With the conference over, United gets another chance to redeem itself. But various delays cause the trio to miss their connecting flight in Chicago and arrive home four hours later than planned. "It was quite an ordeal," Mr. Bowen says. "It really ticked us off."

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Scholarship

Two out of three thumbs are up for Oliver Stone's "JFK" in the new issue of "The American Historical Review."

Out just last week, the journal offers three scholars' assessments of one of the most controversial films of 1991, looking at the movie as a cultural text, at the questions it raises about the assassination, and at its success as a depiction of history.

"Contrary to what some would like to believe, it is surprisingly accurate," writes Marcus Raskin, a founder of the Institute for Policy Studies in Washington and a member of the staff of President Kennedy's National Security Council. "On the complex question of the Kennedy assassination itself, the film holds its own against the Warren Commission."

"Whatever its flaws," writes Robert A. Rosenstone, a professor of history at the California Institute of Technology who has taken part in the production of several historical films, "JFK" has to be among the most important works of American history ever to appear on the screen."

"The third thumb is neither up nor down, but in some neutral territory—If Siskel and Ebert will allow such a category. Michael Rogin, a professor of political science at the University of California at Berkeley who is doing research on racial cross-dressing and ethnic assimilation in films, says JFK stands at the confluence of two developments that came together with the election of Ronald Reagan to the White House: "the conflation of politics and conspiracy, and the confusion between politics and the fiction-making visual media."

He could float like a butterfly and sting like a bee. He also challenged American conceptions about black men since he first raised his gloves in victory inside the boxing ring.

Muhammad Ali is a pivotal figure in 20th-century American history, according to Elliott J. Gorn, an associate professor of history at Miami University of Ohio. This month Mr. Gorn and 12 scholars reviewed Ali's career, his politics, and the role of boxing in the American psyche. The symposium, "Muhammad Ali and American Culture," brought historians, religion scholars, and physical educators to the Miami campus.

All himself showed up and listened to the papers, quietly chatting with presenters during the conference.

Mr. Gorn said the boxer's refusal to go to Vietnam when drafted and his highly publicized conversion to the Nation of Islam were politically inspiring to a young generation of black Americans. "If you're interested in the history of popular culture and trying to understand the 1960's and 70's, he is a critical person," said Mr. Gorn.

Next year, Duke University Press is scheduled to publish a collection of papers from the conference.



Marianne Zorza, who accused a colleague at the U. of Michigan of plagiarism: "The secret nature of the process generates a greater likelihood for a cover up."



Nicholas H. Steneck, head of federal fraud panel: "Most academics approach fraud cases and think their reputation is at stake and want to keep it private initially."

Scientists Debate Traditional Secrecy of Fraud Hearings

Dispute prompts new questions about airing of investigations

Continued From Page A1

and protect the rights of those involved in fraud investigations, some say, might be to hold open hearings.

"Most of these cases involve extremely important issues of public policy and large sums of money, and should be public," says Leonard Minsky, executive director of the National Coalition for Universities in the Public Interest. "When there's a review of basic science and not applied science, then you might have a case for closed proceedings for the sake of delicacy and discretion."

A Call for Audits

Adil E. Shamoo, a professor of biological chemistry at the University of Maryland at Baltimore and the editor of the journal *Accountability in Research*, says the secrecy surrounding many investigations works against scientists who are under suspicion.

"If data audits and investigations became routine," says Mr. Shamoo, "I would remove the mystery and end the destruction of careers."

Mr. Shamoo believes that occasional public audits of original data by neutral third parties would prevent many scientific arguments from escalating into controversies over scientific fraud.

"Banks are audited all the time, and most bank presidents are not under a cloud of fraud and misconduct," Mr. Shamoo

"A whispering campaign starts almost immediately, and an investigation becomes a public event anyway. It seems it would be easier to have a public forum."

says. "Bank audits are over in a few days, but university misconduct investigations drag on and on."

Marianne Zorza, a whistle blower in a plagiarism case at the University of Michigan, says she is ambivalent about making university investigations public.

On one hand, she says, open hearings would allow outside observers to check the quality of university investigations.

But, she says, open hearings might make whistle blowers more reluctant to come forward with accusations. Federal investigative procedures and many universities allow whistle blowers to keep their identities secret to protect them from attacks by the accused scientists and their colleagues.

Ms. Zorza secretly taped the university proceedings in the case she was involved in by carrying a recorder under her arm. Taping conversations without permission from all the parties involved is legal in Michigan.

Ms. Zorza has subsequently used the

tapes to sue the university for what she contends was a poor investigation.

"A whispering campaign starts almost immediately, and an investigation becomes a public event anyway," Ms. Zorza says of her experience. "It seems it would be easier to have a public forum where both people could state views and other people could hear the evidence and evaluate it."

Ms. Zorza says public hearings would allow outsiders to evaluate investigations. "As it is now," she says, "no one outside a small circle of administrators and committee members ever sees the evidence. The secret nature of the process generates a greater likelihood for a cover up."

Change Not Imminent

Few people familiar with attitudes toward science fraud believe that a sudden switch from confidentiality to openness is imminent. The federal government, for instance, is moving in the opposite direction.

The Public Health Service, which contains all the federal institutes that support biomedical and behavioral research, proposed last year to end the practice of listing in the *Federal Register* the names of scientists found guilty of research fraud. The agency is also trying to make it a crime for anyone to leak investigative documents to reporters or others not directly involved in an investigation.

People in touch with trends in fraud investigations doubt that university hearings will regularly be open to the public, at least in the near future. Nicholas H. Steneck, a professor of history at the University of Michigan who is chairman of the Advisory Committee on Scientific Integrity for the Public Health Service, says he believes open hearings would often be preferable, but he doesn't think that many scientists agree with him.

"I think what you have in the Needleman case," says Mr. Steneck, "is someone who has seen what happens when the process is private and doesn't work and doesn't want to go through that." But, he adds, "most academics approach fraud cases and think their reputation is at stake and want to keep it private initially."

Jerome L. Rosenberg, a research-integrity officer at the University of Pittsburgh, says that in most of the misconduct cases he is familiar with, the accused scientists have not even wanted their close colleagues to know that an investigation was under way.

Mixed Reviews in Pittsburgh
Mr. Rosenberg says the university's policies call for closed hearings in part to make it easier for whistle blowers and other witnesses to testify.

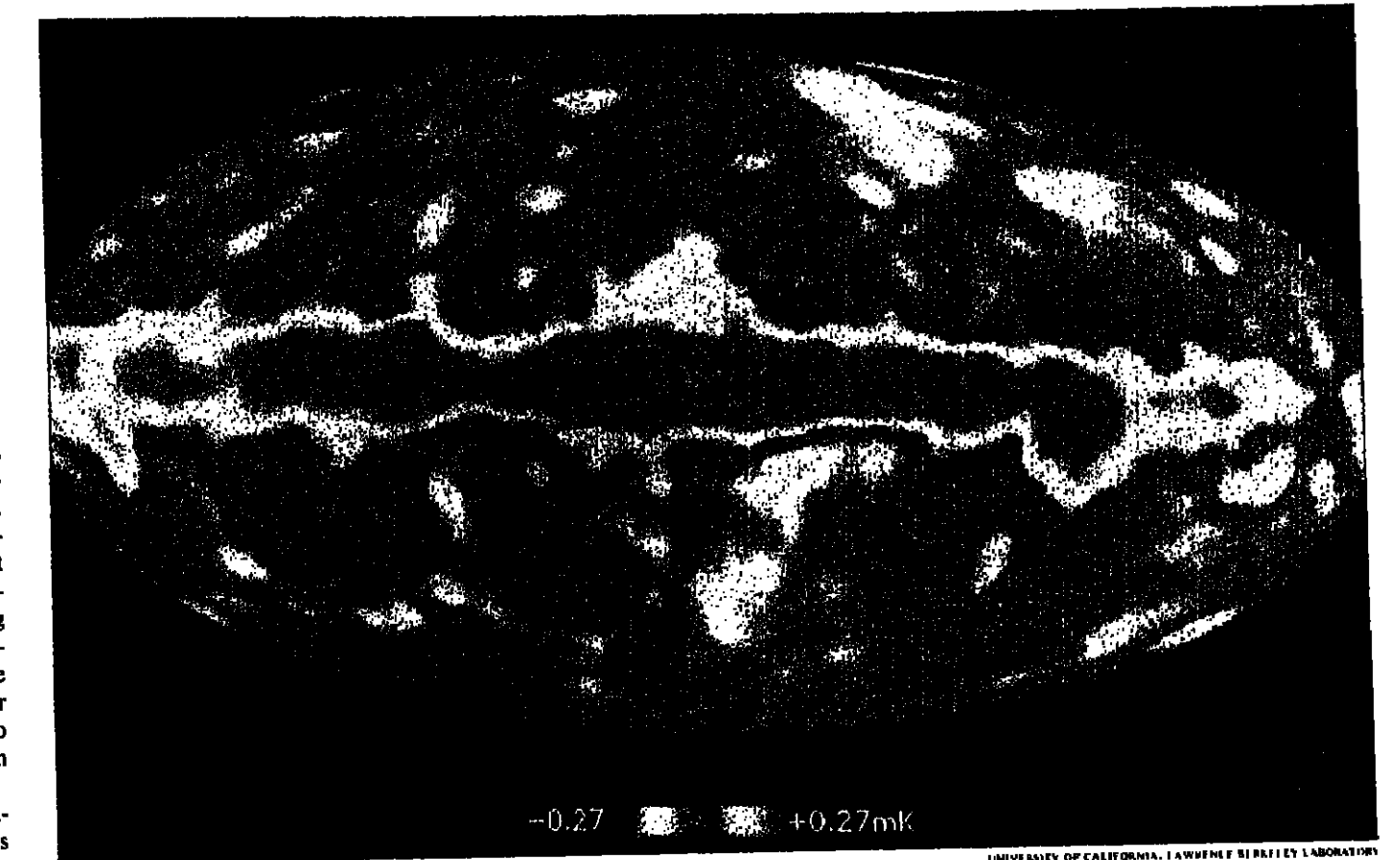
"This is a scientific peer review," he says. "Members of a panel can function more effectively if they don't have to deal with the distractions of the public and the media."

In Dr. Needleman's case, Mr. Rosenberg says, a vote by the faculty senate in support of an open hearing and the realization that much of the evidence and the allegations were already public persuaded the university to open this month's hearing. The hearing itself has drawn mixed reviews. Dr. Needleman says he is glad he was pushed for a public session.

"It was much better having it in the

Continued on Page A1

Discovery of Largest, Most Ancient Structures in Cosmos Said to Confirm 'Big Bang' Model of Universe's Creation



This map of the cosmos illustrates the minute temperature variations in the cosmic-microwave background. Red shows regions that are warmer than average, while blue shows cooler areas.

By KIM A. McDONALD
WASHINGTON

A team of scientists has discovered the first evidence of primordial structures in the ancient fabric of the universe that, cosmologists believe, led to the development of the galaxies and clusters of galaxies that are present today.

The scientists, who announced their findings here last week at a meeting of the American Physical Society, said their data revealed minute temperature variations in the blanket of radiation left over from the "big bang," the massive explosion that is thought to have created the universe some 15 billion years ago.

The discovery of those ancient fluctuations came as a relief to cosmologists who long had had difficulty in explaining how the seemingly homogeneous fabric of the early universe had arranged itself into the clusters of galaxies and giant voids of space that are seen today.

"A lot of theorists were wondering if they should go out and hang themselves," said Phillip P. Schewe, a physicist at the physical society. "This finding certainly vindicates their models."

"The Holy Grail Has Been Found"

Michael Turner, a professor of astronomy and astrophysics at the University of Chicago and one of the country's leading cosmologists, said the discovery was one of the most significant advances in astronomy.

"The Holy Grail has been found," he said. "It's that important. If this evidence holds up to scrutiny, it is what we've been looking for for 20 years. It confirms our ideas of how structures form."

The discovery was made after a painstaking computer analysis of more than 300 million measurements by the Cosmic Background Explorer, a satellite launched by the National Aeronautics and Space Administration in November 1989 specifically to measure the ancient microwave radiation from the big bang.

The team of scientists—which included researchers from the University of California at Berkeley, the university's Lawrence Berkeley Laboratory, and NASA's Goddard Space Flight Center in Greenbelt, Md.—compiled the data into maps of the universe that show fluctuations, or structures, in the cosmic background radiation on a scale 500 million light-years, or three billion trillion miles, across.

"15-Billion-Year-Old Fossils"

George F. Smoot, III, a research physicist at the Lawrence Berkeley Laboratory who headed the team, said the fluctuations were, in effect, "15-billion-year-old fossils" that were produced an instant after the big bang. By peering into the deepest regions of space, he said, the satellite was able to detect those structures as they existed 300,000 years after the big bang.

"We have observed what we think are the largest and most ancient structures in the universe," said Mr. Smoot.

He added that the temperature fluctuations within the ancient radiation are only about 30 millionths of a degree warmer or cooler than the rest of the microwave background, which is itself extremely cold—only 2.73 degrees centigrade above absolute zero. The fluctuations are so small, he said, they are like comparing a structure an inch tall to Mount Everest.

The size of the fluctuations discovered is also significant, because it agrees precisely with the predictions of a theory known as inflationary cosmology. That idea holds that the structure and behavior of the universe were determined by minute fluctuations that occurred when the universe was less than one-trillionth of a second old.

"These small variations are the imprints of tiny ripples in the fabric of space-time put there by the primeval explosion process," said Mr. Smoot. "Over billions of years, the smaller of these ripples have grown into galaxies, clusters of galaxies, and the great voids in space."

Scientists say the discovery also lends credence to the idea that much of the mass in the universe is made up of invisible particles, or "dark matter," that have so far eluded detection by astronomers.

Edward L. Wright, a professor of astronomy at the University of California at Los Angeles, said the fluctuations were too small to explain how the visible matter in the universe could condense by itself into the galaxies and clusters of galaxies that we see today. To move those structures using the force of gravity into the shape of the universe as astronomers know it, he explained, matter that is unaffected by light would be needed to form concentrations of mass that could attract visible matter.

"Ordinary matter is impeded because it interacts with light," he said.

Mr. Wright and others said the discovery also provided an important confirmation of the big-bang theory of how the universe was created.

"The results show that the big-bang model is alive and well," he said.

RESEARCH NOTES

- Researchers obtain first clear picture of hottest known star
- Soviet anti-Americanism traced to Russian 'nativist' writings
- Scientists discover genetic cause of some cases of diabetes

Using the Hubble Space Telescope, scientists have obtained the first clear picture of what they say is the hottest known star.

The star, located at the center of a star cluster known as NGC 2440 in the Milky Way galaxy, is estimated by the scientists to be burning at a temperature of at least 360,000 degrees Fahrenheit, some 33 times as hot as the sun.

The image of the star and the estimate of its temperature were among several recent discoveries from the space telescope that were revealed at a news conference last week at the National Aeronautics and Space Administration headquarters in Washington.

Sally Heap, an astrophysicist at NASA's Goddard Space Flight Center in Greenbelt, Md., who headed the team that obtained the image, said the star had long been hidden from astronomers because the nebula of gas that surrounds it smeared the star's light in views from ground-based telescopes.

By using the space telescope, she said, the scientists were able to get their first clear view of the star, enabling them to make the most accurate measurement to date of its temperature.

Ms. Heap said the star's extremely high temperature was due partly to the fact that it was near the end of its life span, having shed much of its mass in the form of its glowing nebula.

Such stars often undergo a short, extremely hot phase before they die.

Another team of scientists, headed by John Caldwell, an astronomer at Canada's York University, used the space telescope to produce the first ultraviolet images of Jupiter's unusual aurora.

Daniel W. Weedman, an astronomy professor at Pennsylvania State University, said Jupiter's aurora is not produced by particles from the sun interacting with the planet's magnetic field, as Earth's is, but by eruptions of particles from volcanoes on Jupiter's large moon, Io. —KIM A. McDONALD

Anti-American sentiment in the Soviet Union can be traced to a strong vein of "nativist" critiques of the United States in 19th-century Russian writing, a Brown University historian says.

Among the Russian intelligentsia of the mid-1800's, a group known as the "Slavophiles" propounded a view of the United States that provided a foil for their romantic vision of "Holy Russia," writes Abbott Gleason in the current (March) issue of *American Quarterly*. From their perspective, he says, where Russian society was Christian, communal, peaceful, and coherent, American society was secular, individualistic, violent, and fragmented.

The Slavophiles' prominence diminished somewhat after about 1860, but in later decades their

ideas found favor with conservative writers, the most important of whom was Fyodor Dostoyevsky. In *The Brothers Karamazov*, for example, Dostoyevsky links the idea of flight to America with evil, Mr. Gleason says.

The 19th century also saw the development in Russia of a radical leftist hostility to the United States that was different from the Slavophile and conservative critique but also drew on many of its ideas, Mr.

Gleason says. Where the conservative vision of Russian society was essentially religious, he says, the leftists saw Russia as a "peasant socialist utopia." By contrast, both camps saw the United States as profoundly individualistic.

Among the critics of America on the Russian left was the writer Maxim Gorky, who first visited the United States following the Revolution of 1905. Following that visit he described the United States in

several short pieces that reveal a fascination with America but also, Mr. Gleason says, a "frenzied hatred." In those writings, he adds, "the earlier vision of the Russian nativists is wholly realized."

After 1917, Mr. Gleason notes, Gorky's writings were extremely influential among Soviet politicians. —ELLEN K. COUGHLIN

Researchers have found a genetic flaw that causes some cases of the most common form of diabetes.

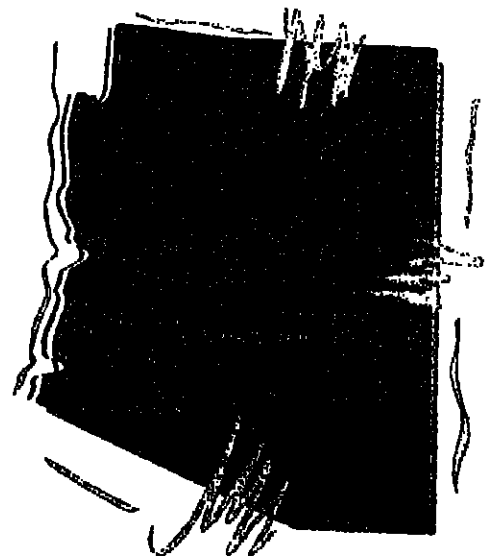
The defect is on a gene that is normally activated in the pancreas and that helps produce glucokinase, an enzyme that breaks sugar down.

Other unidentified mutations on

that gene, as well as unidentified mutations on other genes, are believed to cause the disease.

Graeme I. Bell, professor of biochemistry, molecular biology, and medicine at the University of Chicago and an investigator at the Howard Hughes Medical Institute, and scientists from the Center for the Study of Human Polymorphisms in Paris report the mutation's discovery in the April 23 issue of *Nature*.

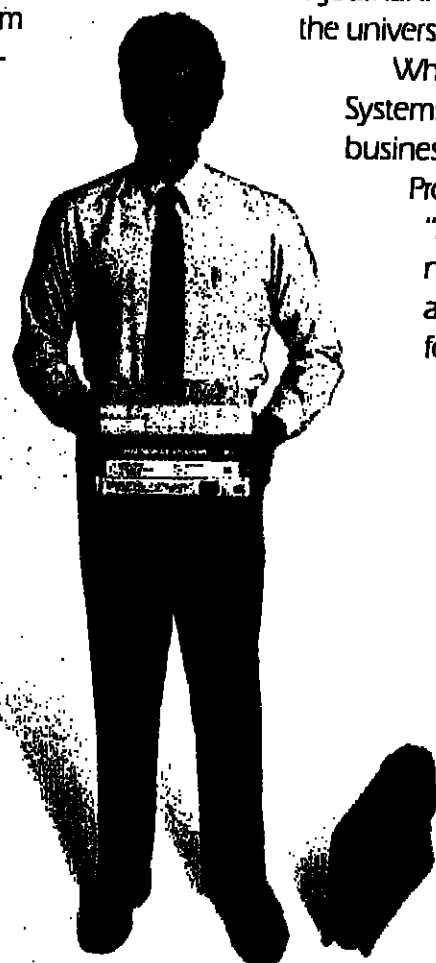
The mutation causes Type II diabetes, which affects approximately one in ten Americans and is the less severe form of the disease. In particular, the mutation causes some cases of early-onset Type II diabetes, which appears in adolescence. Type II diabetes usually strikes after age 40. —DAVID L. WHEELER



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Scholarship

Scientists Debate Secrecy of Fraud Investigations

Continued From Page A9

"It enabled me to open," he says. "It enabled me to ask questions of my accusers and get them to confront their own accusations in public. They shrank from them."

Accusers Question Views

His accusers—Claire B. Ernhart, a professor of psychiatry and reproductive biology at Case Western Reserve University, and Sandra Scarr, a professor of psychology at the University of Virginia—do not agree with that assessment.

After receiving a report on Dr. Needleman's research from the two women last May, the Office of Scientific Integrity at the National

Institutes of Health asked the university to investigate it. The report did not charge that fraud had taken place. It did say that Dr. Needleman had failed to publish analyses of his data that did not support his hypothesis that low levels of lead can lower children's intelligence.

Ms. Scarr says she sticks by that allegation, regardless of whether or not other analyses of Dr. Needleman's data or other research have confirmed his conclusion.

"Just because he's right," she says, "doesn't mean he didn't cheat."

Ms. Scarr says she went to Pittsburgh for the hearing reluctantly after university administrators

"beggled" her to come so Dr. Needleman could confront his accusers.

"What ensued was an unfortunate hybrid between scientific investigation and a judicial court proceeding," she says. "It had the worst qualities of both."

University Rejects Legal Aid

She and Ms. Ernhart asked for, but did not receive, assurances from the University of Pittsburgh that it would give them legal help if Dr. Needleman sued them for what they said at the hearing.

Ms. Scarr says the hearing gave reporters and other observers only a glimpse of all of the evidence in

the case. "It's being presented in the press as a court proceeding where the prosecution failed," she says, "but it was further fact gathering by an investigative panel."

Dr. Needleman says the lead industry is behind the effort at discrediting his research, which he says was carefully and honestly done.

Dr. Needleman expects to receive a report from the university panel in a few weeks. He says he is not sure that other scientists accused of misconduct should press for a public hearing. In his case, he says, the dispute involved three tenured professors who should have little to fear from a public fight.

"I wouldn't want to make a rule for other folks," he says.

New Body Proposed to Help Universities on Fraud Issues

A panel of the National Academy of Sciences has proposed an advisory board that could provide guidance to university administrators in developing guidelines on research integrity and investigating science fraud.

Frank Press, the academy's president, calling the recommendation "innovative," said he would make sure the idea is given further consideration. A broader consensus would be needed, he said, before such a board could be established.

The academy's report said the new Scientific Integrity Advisory Board could function with a small permanent staff and act as a clearinghouse for information on research fraud and efforts at improving integrity in science. The board would not get involved in individual cases but might write model research-fraud policies and case studies.

Phrase Questioned

The report was written by a 22-member panel composed chiefly of professors and university administrators. The chairman was Edward E. David, Jr., who served as a science adviser to President Nixon and is now the president of EED Inc., a consulting company in Bedminster, N.J.

The panel said scientific misconduct should be defined strictly as fabrication, falsification, or plagiarism, and should not include the phrase "other serious deviations from accepted research practices."

That phrase is now used by both the National Science Foundation and the National Institutes of Health in their definitions of scientific misconduct.

The panel said it was concerned that allowing the "serious deviations" provision might lead to misconduct complaints against scientists who used novel or unorthodox methods.

Advice on the Curriculum

The panel also drew a sharp line between research misconduct and what it called "questionable research practices."

Such activities, the panel said, included quarrels over who should be credited as the author of a scientific paper, disputes over access to data, and the exploitation of research subordinates.

The panel said it did not condone such activities, but said they should not become the subject of investigations of scientific misconduct.

Universities that are trying to prevent research fraud and promote ethical behavior in science, the panel said, should not teach research ethics as a separate course but should integrate it in the entire scientific curriculum.

The panel's report, *Responsible Science: Ensuring the Integrity of the Research Process*, is available for \$27.95 from the National Academy Press at 2101 Constitution Avenue, N.W., Washington 20418.

—DAVID L. WHEELER

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The application deadline is October 1, 1992. For application materials write to: Fellowships Office, Woodrow Wilson Center, Washington, DC 20560.



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Students in the following fields are eligible: democratic institutions (education, journalism, natural sciences, social sciences, public policy, public administration and humanities - excluding the fine arts); economic restructuring (economics, business, commercial law, banking, energy, small business development, marketing, trade and investment); and quality of life (health, medicine, computer science, environmental studies, housing, labor and agriculture). Preference will be given to students in the fields of public policy and public administration. The Program will provide grants to institutions for one year, of \$3,000 - \$10,000 per student. Institutions must be prepared to disburse funds without an administrative charge to NAFSA or USIA.

Application deadline is June 5, 1992. Funding for this program is being provided by the USIA. Grants will be awarded subject to the availability of funding. For application packet and specific guidelines contact Gail A. Hochhaus, Director, Baltic/East Central European Assistance Awards Program, NAFSA: Association of International Educators, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728.

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Compiled by NINA C. AYOUB
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY
The Japanese Numbers Game, by Thomas Crump (Routledge; 256 pages; \$62.50). Explores the role of numbers in Japanese popular culture; considers, for example, the use of numerical formulas in games, naming children, and fortunetelling.

ART AND ARCHITECTURE
Architecture in the Scandinavian Countries, by Marian C. Donnelly (MIT Press; 416 pages; \$39.95). Discusses architecture in Denmark, Finland, Iceland, Norway, Sweden, and the Faeroe Islands from prehistoric times to the 1970s.
Pictoramas: Marco Boschini, His Critics, and Their Critiques of Painterly Brushwork in Seventeenth- and Eighteenth-Century Italy, by Philip Sohm (Cambridge University Press; 304 pages; \$125). A study of art critics' views on pictoramas, a loose, sketchy brush technique championed by the Venetian art dealer, painter, and critic Boschini.

CLASSICAL STUDIES
Ancient Rome: City Planning and Administration, by O. F. Robinson (Routledge; 224 pages; \$35). Describes the system of administrative law that provided the legal framework for city administration in ancient Rome.
Play on Art and Society: The Elder Pliny's Chapters on the History of Art, by Jacob Jager (Routledge; 256 pages; \$62.50). A study of the Roman scholar's chapters on metalwork, marble, painting, and gems in books 33 to 37 in his encyclopedic *Natural History*.

COMMUNICATIONS
Gordon McLendon: The Maverick of Radio, by Ronald Gray (Greenwood Press; 256 pages; \$45). A biography of the Texas broadcaster who lived from 1921 to 1986; includes discussion of his involvement in motion pictures and state politics.
Staying Tuned: Contemporary Soap Opera Criticism, edited by Suzanne Prentz (Bowling Green State University Popular Press; 135 pages; \$26.95 hardcover, \$13.95 paperback). Offers original essays on the popular appeal of daytime serials.

ECONOMICS
Economic Democracy and Financial Participation: A Comparative Study, by Darryl

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Bergin & Garvey Publishers, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881.
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Dalhousie U. of America Press, 820 Michigan Avenue, N.E., Washington 20004.
Greenwood Press, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881.
MIT Press, 55 Hayward Street, Cambridge, Mass. 02142.
Praeger Publishers, Greenwood Publishing Group, 88 Post Road West, Westport, Conn. 06881.
Routledge, 29 West 35th Street, New York 10001.
Scholars Press, P.O. Box 15399, Atlanta 30333.
Stanford U. Press, Stanford, Cal. 94305.
Transaction Publishers, Rutgers University, New Brunswick, N.J. 08903.
U. of Pennsylvania Press, Blockley Hall, 418 Service Drive, Philadelphia 19104.
U. of South Carolina Press, Columbia, S.C. 29208.
U. of Texas Press, Box 7819, Austin, Tex. 78713.
U. of Wisconsin Press, 114 North Murray Street, Madison, Wis. 53715.
U. Press of Kentucky, 663 South Limestone Street, Lexington, Ky. 40508.

D'Art (Routledge; 336 pages; \$87.50). Considers factors that contribute to the success or failure of employee shareholding programs and profit-sharing schemes in terms of promoting worker motivation; draws on research from Denmark, Ireland, Sweden, and the United States.
A General Equilibrium Analysis of U.S. Foreign Trade Policy, by Jaime de Melo and David Turr (MIT Press; 304 pages; \$40). Argues that non-tariff barriers to trade in textiles, automobiles, and steel have reversed the benefits of the tariff liberalization achieved in rounds of the General Agreement on Tariffs and Trade talks.
Indeterministic Economics, by Aron Katsenelenbogen (Praeger Publishers; 336 pages; \$65). Develops an "indeterministic" approach to the conceptualization of different levels of an economy and different stages of economic development.

Informational Approaches to Regulation, by Wesley A. Magat and W. Kip Viscusi (MIT Press; 296 pages; \$32.50). Presents original data on consumers' responses to risk labeling on products.
Labor and Economic Growth in Five Asian Countries: South Korea, Malaysia, Taiwan, Thailand, and the Philippines, by Walter Gleditsius (Praeger Publishers; 144 pages; \$39.95). Offers inter-country comparisons in terms of separate, specific aspects of the labor market, such as wages and industrial relations.

A New World Order: Grassroots Movements for Global Change, by E. J. Hahn (Routledge; 256 pages; \$69.95 hardcover, \$15.95 paperback). Compares United Nations' and grassroots efforts to address problems of poverty, war, human-rights abuses, and environmental degradation in the 1980s.
Rural Change in the Third World: Pakistan and the Aga Khan Rural Support Program, by Mahmood Hasan Khan and Sultan Shabbir Khan (Greenwood Press; 200 pages; \$49.95). Discusses the structure and wider applications of a successful development program in northern Pakistan.
Soviet Political Economy in Transition: From Lenin to Gorbachev, by Abu F. Dowlat (Greenwood Press; 296 pages;

\$45). Challenges the notion that socialism is committed to centralized economic political structures, and considers whether Mikhail Gorbachev's economic restructuring policy of *perestroika* is a stage for a transition to a new form of democratic socialism.

EDUCATION
World Bank Financing of Education: Learning, Learning, and Development, by P. W. Jones (Routledge; 320 pages; \$67.50). Focuses on how the bank's lending projects have shaped the development of education policy around the world and transmitted Western ideas about the relationship between education and economic growth.

FOLKLORE
Verbal Arts in Madagascar: Performance Historical Perspective, by Lee Hanz (University of Pennsylvania Press; 312 pages; \$26.95). Explores Malagasy culture and European-Malagasy relations through a study of examples of genres of Malagasy verbal folklore preserved and transcribed by Western researchers in the 19th and 20th centuries.

GEOGRAPHY
The Changing U.S. Auto Industry: A Geographical Analysis, by James M. Bolestein (Routledge; 288 pages; \$65.00). Discusses plant-location decisions and other geographical aspects of current developments in the car industry.
Rural Process-System Relationships: Modernization, Modernization, and Modernization Fixation, by David Gossard (Praeger Publishers; 232 pages; \$39.95). Examines the settlement process, the cities, Arab peasants, and early Jewish settlers in Palestine.

HISTORY
Britain, Spain, and Gibraltar, 1645-1660: The Eternal Triangle, by D. S. Johnson (Routledge; 274 pages; \$69.95). Traces the postwar history of British-Spanish negotiations over the British colony of Gibraltar, as well as independent political aspirations of Gibraltarians themselves.
Community and Commerce in Late Medieval Japan: The Corporate Villages of the Kugeho, by Hitomi Tomonaga (Oxford University Press; 299 pages; \$32.95). Uses communal records to trace the history of a group of corporate villages—largely marked by collective ownership and administration—in central Japan from the 14th through the 17th centuries.

Disorder Under Heaven: Collective Violence in the Ming Dynasty, by James W. Toss (Stanford University Press; 302 pages; \$39.50). Discusses 630 incidents of banditry and rebellion recorded in 1,000 counties in China from 1368 to 1644, uses the data to test four social-scientific theories on the origins of collective violence.
The "Encomenderos" of New Spain, 1501-1508, by Robert Himmerich Yveling (University of Texas Press; 346 pages; \$40). Traces the rise and decline of the *encomienda* system in colonial Mexico through a study of 306 recommendations of Spaniards who exacted tribute in the form of commodities and service from nomadic groups of Indians.

Kings and Clans: Iwi Island and the Lake Rotorua, 1780-1840, by David McRae (University of Wisconsin Press; 216 pages; \$30 hardcover, \$19.95 paperback). Focuses on Iwi Island in a valley on the border of present-day Rotorua and Lake Rotorua; uses the data to challenge the notion that clans are static structures that hinder political centralization.
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A Social History of France, 1780-1880, by Peter McPhee (Routledge; 384 pages; \$49.95). Focuses on power relations in the history of France from the decline of the ancien régime to the early years of the Third Republic.

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Farwell to the Self-Employed: Deconstructing a Socioeconomic and Legal Symbol, by Marc Linder (Greenwood Press; 200 pages; \$42.95). Combines economic, legal, and sociological perspectives in a study of the labor category of self-employment.

LINGUISTICS
Language in Indenture: A Sociolinguistic History of Bhojpuri-Hindi in South Africa, by Rajend Meethrie (Routledge; 344 pages; \$77.50). Discusses a dialect that developed among Indian workers indentured in South Africa during the years 1860 to 1911.
The Social Mind: Language, Ideology, and Social Practice, by James Paul Gee (Bergin & Garvey Publishers; 192 pages; \$42.95 hardcover, \$15 paperback).

LITERATURE
Beach and His Interpreters: Selected Hokku With Commentary, by Makoto Ueda (Stanford University Press; 466 pages; \$49.50). Translation and study of 255 haiku by the Japanese writer Matsuo Bashō (1644-1694).
Beyond Cheering and Bashing: New Perspectives on "The Cleaning of the American Mind", edited by William K. Buckley and James Scaton (Bowling Green State University Popular Press; 166 pages; \$39.95). Includes original essays on the 1957 book by the scholar Allan Bloom and on the debate it aroused concerning American culture and education.

Imperial Eyes: Studies in Travel Writing and Transculturation, by Mary Louise Pratt (Routledge; 304 pages; \$55 hardcover, \$16.95 paperback). Sets European travel and exploration accounts in the context of imperial political expansion since 1700, and describes such writings' effects on the urban European reader.

The Literary Universe of Jack B. Yeats, by Nora A. McGuinness (Catholic University of America Press; 288 pages; \$45.95). Focuses on the literary work of William Butler Yeats's younger brother, a man generally known for his painting.
Reading, Criticism, and Culture: Theory and Teaching in the United States and England, 1820-1950, by David Bartine (University of South Carolina Press; 168 pages; \$34.95). Describes the American divergence from English traditions of reading theory and pedagogy.

PHILOSOPHY
Worlds Without Content: Against Formalism, by John O'Neill (Routledge; 176 pages; \$49.95). Discusses the views of the philosopher Edmund Husserl (1859-1938) concerning the decline of the Enlightenment vision of science.

POLITICAL SCIENCE
The Appalachian Regional Commission: Twenty-Five Years of Government Policy, by Michael Bradshaw (University Press of Kentucky; 176 pages; \$21). Examines the federal-state partnership involved in the Appalachian Regional Commission, an agency founded in 1965 to promote development in the mountain region.

East Central Europe After the Warsaw Pact Security Dilemmas in the 1990's, by Andrew A. Michia (Greenwood Press; 208 pages; \$49.95). Analyzes security concerns and military reforms in Czechoslovakia, Hungary, and Poland, and speculates on the three countries' future relationships with NATO.

The Iranian War: Chaos in a Vacuum, by Stephen C. Pellegrini (Praeger Publishers; 184 pages; \$42.95). Focuses on the extraordinary Ba'ath Party Congress of July 1986 in a study of the Iraqi planning of the eight-year Iran-Iraq war (1980-1988); and Social Democracy, by Peter Ballhaz (Routledge; 240 pages; \$69.95). A comparative study of socialist traditions.

The President as Party Leader, by James W. Davis (Greenwood Press; 248 pages; \$49.95 hardcover, \$16.95 paperback). A study of the U.S. President's role in party politics.
Super Tuesday: Regional Politics and Presidential Primaries, by Barbara Norrander (University Press of Kentucky; 239 pages; \$29). Describes the political

changes that led to the first "Super Tuesday" regional Presidential primary in 1988, which saw contests in 14 Southern and border states.

Taiwan and the Geopolitics of the Asian-American Dilemma, by Jen-Kun Fu (Praeger Publishers; 160 pages; \$42.95). Focuses on geopolitical assumptions that guide Taiwan's foreign-policy makers.

Territorial Changes and International Conflict, by Gary Goetz and Paul Diehl (Routledge; 224 pages; \$52.50). An empirical analysis of the relationship between territorial changes and military conflict from 1916 to 1980.

Two Karmas in Development: A Comparative Study of Principles and Strategies of Capitalist and Communist Third-World Development, by Byoung-Li Philo Kim (Transaction Publishers; 240 pages; \$32.95).

POPULAR CULTURE
Rejuvenating the Humanities, edited by Ray B. Browne and Marshall W. Fishwick (Bowling Green State University Popular Press; 175 pages; \$39.95 hardcover, \$19.95 paperback). Includes original essays that discuss the incorporation of the study of folk cultures, leisure, com-

ics, pornography, television, and other subjects into the humanities canon.

PSYCHOLOGY
Aspects of Grief: Bereavement in Adult Life, by Jane Littlewood (Routledge; 206 pages; \$69.50 hardcover, \$16.95 paperback). Topics include the importance of death-related rituals and how a society's attitudes affect the experience of bereavement.
Group Psychology of the Japanese in War-time, by Toshio Iritani (Routledge; 244 pages; \$69.95). Discusses the influence of family structure, education, and the media in molding ultra-nationalism in Japan during World War II.

PUBLIC POLICY
Pluralism by Design: Environmental Policy and the American Regulatory State, by George Hoberg (Praeger Publishers; 236 pages; \$45). Focuses on air-pollution control and pesticide regulation in a study of a major transformation in U.S. regulatory policy that occurred around 1970.

RELIGION
Balaam and His Interpreters: A Hermeneutical History of the Balaam Traditions, by John I. Greene (Scholars Press; 242 pages; \$59.95). Examines interpretations of traditions concerning Balaam ben Beor, an ancient Canaanite prophet.
The Foundation and First Decade of the National Catholic Welfare Council, by Douglas J. Slawson (Catholic University of America Press; 380 pages; \$55.95). Discusses the origins and early activities of the NCWC, which was founded in 1917.
Humane Vitae: A Generation Later, by Janet E. Smith (Catholic University of America Press; 425 pages; \$42.95 hardcover, \$17.95 paperback). Focuses on the 1968 encyclical letter *Humanae Vitae* in a study of the Catholic Church's position on contraception.

Students of the Covenant: A History of Jewish Biblical Scholarship in North America, by S. David Sperling (Scholars Press; 228 pages; \$54.95 hardcover, \$34.95 paperback). Examines the work of American and foreign-born Jewish scholars in the United States and Canada.
A Study of Job 4-6 in the Light of Contemporary Literary Theory, by David W. Carter (Scholars Press; 259 pages; \$44.95 hardcover, \$29.95 paperback). Draws on the formalist literary theory of Roman Ja-

kson and others in a study of Eliphaz's first speech in the Book of Job.

SOCIOLOGY
Global Finance and Urban Living: A Study of Metropolitan Change, by Leslie Hudd and Sam Whimster (Routledge; 273 pages; \$79.95 hardcover, \$25 paperback). Examines the material effects of finance capital on urban economies.
Women, Violence, and Social Change, by R. Emerson Dubash and Russell P. Dubash (Routledge; 332 pages; \$49.95 hardcover, \$17.95 paperback). Considers the relationship between activists and government in the development of social policy toward battered women in Britain and the United States.

THEATER
Every Week, a Broadway Revue: The Tammany Playhouse, 1921-1960, by Martha Schroyer LoMonaco (Greenwood Press; 208 pages; \$42.95). Traces the history of the playhouse at Camp Tammany, an adult summer camp in the Pocono Mountains of Pennsylvania; productions developed there and later transferred to Broadway include *The Straw Hat Revue* and *Once Upon a Mattress*.

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— Aristotle

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Ensuring the future for those who shape it

Negotiations are under way at the State University of New York at Stony Brook to determine whether the philosophy department will be placed in academic "receivership."

Under receivership, the administration would name someone from outside the department to be its interim head.

Relations have been tense between the administration and some philosophy professors ever since administrators removed Donn C. Welton as department chairman last year. The conflict has pitted Mr. Welton and a majority of his colleagues against Patrick Heelan, dean of humanities and fine arts, who is supported by a small group of philosophy professors.

The dean says Mr. Welton failed to cooperate with the administration during the university's budget crisis and allowed the department's quality to slip.

Mr. Welton and his allies contend that the department is strong by most measures. The administration, they say, is interfering with the department's right to set its own academic and budget priorities.

Temper flared again after eight professors, including Mr. Welton, aired their grievances in a recent letter published in the journal of the American Philosophical Association. A proposed alternative to receivership would create a committee of five professors to run the department temporarily.

Colleges and universities should stop pitting teaching against research and concentrate instead on creating an environment that is responsive to students' needs and professors' strengths.

So argues Leslie H. Cochran, provost of Southeast Missouri State University, in a new book called *Publish or Perish: The Wrong Issue* (Step Up Inc.). He says he hopes the book will serve as a practical guide for institutions looking to better reward teaching.

The book examines the tensions that campuses face in defining their expectations of faculty members. It includes essays from Southeast Missouri professors who were asked to describe their teaching objectives and the ways in which they maintain and demonstrate professional competence. And it offers dozens of suggestions for improving the environment for teaching, many from *Administrative Commitment to Teaching*, an earlier book by Mr. Cochran.

Mr. Cochran, the president-elect of Youngstown State University, thinks the book might help campuses like his own, which aren't research institutions but have similar faculty-reward systems. Southeast Missouri recently adopted a program in which faculty members outline professional goals and then evaluate their progress.

Copies of the 170-page book are available for \$25 from Step Up Inc., Two Spanish Street Court, Cape Girardeau, Mo. 63701.

Personal & Professional



Myra Dinnerstein, professor of women's studies at the U. of Arizona: There is no "old-girl network" in feminism. "It's not solidified. There are many strands."



Jean Bethke Elshtain, political-science professor at Vanderbilt U.: "On some campuses there has been a move to create a single voice for feminism."

Feminist Scholars Ask Whether Their Sparring Marks Healthy Debate or a Splintering 'Catfight'

Missing, many contend, is a focus on the concerns of women of all races, classes, and nationalities

By COURTNEY LEATHERMAN
Women in academe are feuding at conferences, sparring on campuses and in journals, and grabbing headlines as never before.

All in the name of feminism.
■ Camille Paglia, a professor at the University of the Arts in Philadelphia, has, on the lecture circuit and in her writing, accused feminist scholars of stifling academic debate on women's issues. In an op-ed piece for *The New York Times*, she defended Madonna as an ideal feminist while lashing out at the "puritanism and suffocating ideology of American feminism, which is stuck in an adolescent whining mode."

■ Christina Hoff Sommers, a Clark University philosopher who was little known until recent months, has many feminist scholars in her discipline simmering. Ms. Sommers, a self-described "equity feminist" who favors full legal and economic rights for women, has attacked other feminists for what she says is their trendy scholarship, their paranoia, and their role as the "the main engine for the PC movement."

■ Elizabeth Fox-Genovese, whose controversial book *Feminism Without Illusions: A Critique of Individualism* criticizes feminists for being elitist and overly individualist, recently resigned as director of Emory University's highly acclaimed women's-studies program. "I've heard stories circulate that I'm pro-life, anti-les-

bian, anti-French feminist, and make people walk my dog," she said at the time. Others said the real story had less to do with Ms. Fox-Genovese's politics than with her management style. (She did not respond to requests for an interview for this article.)

■ Last year's annual meeting of the National Women's Studies Association was canceled because of a walkout by minority women at the previous year's meeting. The women balked at an agenda that they said largely excluded their concerns. "White women were acting like white men," explained Jacqueline Wade, a minority member who left the NWSA to help organize a separate group for minority women.

■ Susan Faludi, a journalist who wrote the best seller *Backlash: The Undeclared War Against American Women*, is not an academic. But her book, which argues that the news media and society have held back the feminist movement, adopts ideas from feminist scholars and has added to the cur-

rent academic debate. It also reflects tensions that surround women's issues in American society.

Are these signs of a healthy and vigorous debate among feminists inside and outside the academy? Are they "catfights" among women who can't seem to agree on anything? Or are they examples of the news media's preoccupation with women at war among themselves—itsself a form of backlash?

Debates on Literature and Equality

Many feminist scholars say the skirmishes are nothing new. From the beginning, such scholars have debated academic and political issues ranging from how best to interpret literature to how to achieve equality. Those debates often have been divided along the lines of race, age, and sexual orientation.

What is new, the observers say, is the intensity, the publicity, and some of the players.

"Academic feminism has been splintered, fractured, divided, extremely divisive for quite some time," says a professor at a prestigious research institution who requests anonymity because she says she wants to avoid getting into the current fray. "The only thing academic feminists now have in common is opposition to Camille Paglia."

Not exactly. Miss Paglia has created a huge stir, but she does have some feminist

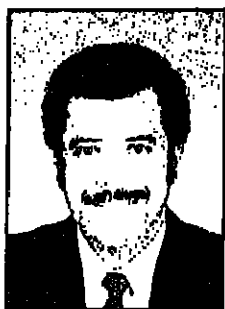
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"Academic feminism has been splintered, fractured, divided, extremely divisive for some time. The only thing academic feminists have in common is opposition to Camille Paglia."

Advertisement

The Learning Society: Libraries Without Books?

By Bernard R. Gilford, Ph.D.
Apple Computer, Inc.



I ended my last column with a question: Given the power of electronic information retrieval, will our libraries become tomorrow's ghost towns?

My answer is—no, likely. After all, we humans like to look at one another. We like to talk and share ideas. The library will still be a place for research and study, offering both individual computer workstations and conference rooms. It will still be a gathering place and a center for scholarly collaboration, with the librarian acting as a key player on any research team.

Moreover, libraries will continue to house and preserve both print and electronic materials for decades to come. Tomorrow's library will not be literally a library without walls. And for the foreseeable future, it will certainly not be a library without books.

That's probably not what you expected to hear from a specialist in educational technologies. But to appreciate the immense power and potential of electronic "knowledge management," we must also be realistic about its limits.

Some of the most important work we do in education involves grappling with meanings embedded in texts—meanings that can't be teased out of a text by means of automated retrieval, even with the most advanced software. Machine-readable texts may help us to search for key words, identify patterns, or establish relationships with other texts. And multimedia applications can certainly enrich a document with images and sounds. But the process of engaging with a text, of making it come alive within us, cannot be automated.

Over time, of course, more and more texts will become machine-readable. More and more collections will be accessible electronically. But in my view, faculty and students will always want access to bookshelves. They will always want to browse.

In practical terms, some disciplines would be well served right now by the fully electronic library; in other fields, the shift to electronic resources is much slower. In part, this reflects government funding priorities. Steven Muller, former president of Johns Hopkins University, often commented on how much harder it was to raise funds for humanities programs than for the medical school. "No one ever died of English," he used to say. (Of course, he hadn't suffered through some of the meetings that I've attended!)

For all of these reasons, libraries today are under intense pressure to create a more sophisticated information environment, and at the same time to keep up with the arduous task of organizing and preserving their paper-based resources—all in a context of severe fiscal constraint.

Clearly, building tomorrow's library will take a lot more than replacing card catalogs with computer terminals, or connecting computers to a variety of databases. It will require strenuous strategic planning. Institutions will face many difficult decisions. What do they want their libraries to look like in ten years? What trade-offs are they willing to make? (The challenges are cogently presented in a recent report titled *Preferred Futures for Libraries*, by Richard M. Dougherty and Carol Hughes, available from the Research Libraries Group, Inc., Mountain View, California.)

Building the library of the future will require not only technological changes, but also a fundamental change in the culture of the university. It will require closer collaboration between an institution's library and its academic computing center. And it will require much closer collaboration among colleges and universities. The kind of cooperation I'm talking about goes far beyond interlibrary loan programs. Institutions will have to join forces as they collect, expand, and organize their information resources, and as they link these resources with curriculum development.

Of course, the benefits of these changes will be seen over time. The digitization of information will relieve the truly awesome problems of space and preservation that libraries now face. At the same time, it may transform the ways that universities finance research and publishing.

As things stand, universities pay to have knowledge produced by subsidizing research. Then they pay for this knowledge many times over by subscribing to journals and buying books. As electronic methods of publication become widespread, universities may take more responsibility for disseminating the research they have supported. Of course, they will have to work out the tricky matter of whether other institutions will pay for access to those publications, or for ownership. And they will need new procedures for refereeing publications and compensating authors. But they will probably realize substantial savings from these changes.

The policies of tomorrow's libraries will raise political issues. Equal access to information resources may well become a major issue on campuses across the nation in coming decades. Information is power in today's world, and the impulse to limit access to information has been very strong in academia, as well as in other parts of our society.

Finally, building the library of the twenty-first century requires not only political change, but also pedagogical change. After all, we want to create a nation of learners, not a nation of information processors. As we build the virtual library, we will have to forge stronger links between the classroom and the library. Our goal is to help students gain the skill they will need most in the next century: learning how to learn—not only how to access information, but how to grapple with its meanings.

Feminist Scholars Ask Whether Sparring Marks Healthy Debate or a 'Catfight'

Continued From Preceding Page
admirers, including one who calls her "the Jerry Brown of academic feminism." (She likes the comparison, but also mentions Annie Oakley and Katharine Hepburn.)

In *Sexual Personae: Art and Decadence from Neferiti to Emily Dickinson*, Miss Paglia argues that women have always had power precisely because of their sexuality. She credits men with creating civilization's greatest works of art and literature—the result, she says, of their struggle to free themselves from their mothers and other women. She has also accused feminist scholars of producing shoddy scholarship, trying to create a sexless society, and rejecting those who question their "dogma."

Alison Bernstein, associate dean of the faculty at Princeton University, says she doesn't see the latest debates in academic feminism as "catfights," as some observers have described them. But, she says, "the part that gets tricky is when the men enjoy when the women duke it out."

Says Alice Kessler-Harris, a history professor and director of women's studies at Rutgers University: "There will always be people who will argue that feminism has to present a united front, and if it doesn't, people will talk about women mud wrestling."

She adds: "That does not mean that's the sort of tenor in academic feminism in general."

Impact on 'Ordinary' Women

Many feminist scholars contend that with all the media attention to lightning-rod figures like Miss Paglia and Ms. Sommers, little attention has been paid to the most pressing debate among feminists: how to deal with the concerns of women of all races, classes, and nationalities.

In addition, these scholars say, theoretical research that has had a real impact on "ordinary" women has been overlooked by critics. Kristin Luker, a sociology professor at the University of California at Berkeley, says her book *Abortion & the Politics of Motherhood* is an example of that link. She says

that gender studies gave her a lens from which to do research on an issue that has profoundly affected American women. Her book examines the abortion issue from both sides of the debate.

Other scholars believe that the battles are a healthy and expected evolutionary outgrowth of a movement that has grown in numbers and diversity. Public attention, they say, comes with the territory.

Still other feminist scholars are pleasantly surprised by the level of today's debates. They applaud the publicity for exposing what they believe to be the shortcomings of much feminist scholarship, its problems of many women's studies programs, and the existence of an "old-girl network." These professors complain that those in power have long determined which debates should be heard. They argue that the current debates do indeed reflect genuine concerns of many feminists on campuses.

"One reason Camille Paglia is getting all the attention she's getting is because she's saying out loud a lot of things that a lot of people have thought for a long time," says Jean Bethke Elshtain, a political-science professor at Vanderbilt University. "That is, that on some campuses there has

Personal & Professional

been a move to create a single voice for feminism—"This is the way feminists are supposed to think and the stands they're supposed to take."

Few scholars say that they buy into the notion of a sisterhood.

Many say there is room for a variety of voices and endeavors within feminism. That means, for example, that while some scholars work on improving child-care provisions, others will debate ways to interpret literature.

Nonetheless, some professors say feminism does have defining characteristics.

'It's Not Solidified'

That in no way means that an old-girl network exists in academe, says Myra Dinnerstein, a women's-studies professor at the University of Arizona. "It's not solidified, there are many strands, many disputes, and many arguments," she says. But feminist scholarship "does accept a feminist critique, and it does have some general acceptances of some kinds of ideas."

For Ms. Dinnerstein and many others, "gender is what it's about." Scholars who accept gender as a fundamental category of analysis believe that history and literature, for example, have long been interpreted subjectively from an "androcentric"—or male-centered—perspective.

Self-proclaimed feminists who do not accept that theory, Ms. Dinnerstein adds, "are not in what I

ment, discussed how men and women are different and therefore make different moral decisions. It drew criticism from many feminists for what they said was traditional analysis of the subject. Although some scholars disagree with her conclusions, they nonetheless characterize Ms. Gilligan as a feminist because, they say, she aims to help women.

Ms. Gilligan could not be reached for comment.

Says Jean F. O'Barr, director of Duke University's women's-studies department: "There have always been debates about the best ways to understand things, and about the origins of oppression. But the goal in that has been to change women's circumstances. I'm not sure the goal of Paglia's

work is to change women's circumstances."

Miss Paglia, who describes herself as a "one-woman liberation movement," says her goal is for scholars to study both sexes. "There is no first-rate mind working in feminism or women's studies," she declares. "My success would mean the trashing of whole women's-studies programs."

'They Feed on Each Other'

The idea that women's studies and feminist scholarship should have political goals angers some professors, who argue that while disciplines grow out of political movements, they must remain detached to be considered legitimate academic enterprises.

Those scholars also attack the

idea that feminism has defined parameters. Some feminist scholars who do not embrace all of Miss Paglia's ideas, for example, bristle at suggestions that she is not part of the legitimate debate. They suggest that a scholar like Ms. Gilligan has been credited with legitimacy only because she has not publicly challenged the establishment.

An English professor at a major Eastern university asked for anonymity because of what she says are the bruises she has suffered for challenging the establishment in her women's-studies department. She thinks that feminists are too often preoccupied with obscure theories that will never be translated into societal changes.

"They feed on each other and respond to each other," the scholar

ar says. "And all the while, I keep looking at the news and what I see is white men in blue suits with red ties."

Ms. Sommers, the Clark professor, says that despite her criticism of some feminist scholarship, she believes "serious, disciplined, scholarship" on women and gender has an important place in the university. She even mentions a few feminist scholars whose work she admires—among them Deborah Tannen, a Georgetown University linguistics professor who wrote the best seller *You Just Don't Understand: Men and Women in Conversation*.

"Maybe," Ms. Sommers suggests, "Deborah Tannen should write a book on how women should talk to each other."

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Campus and Independent Humanities Centers Now Lead in Providing Fellowships for Research, Study Finds

By CAROLYN J. MOONEY

Humanities centers are playing an increasingly important role in providing research fellowships, a new report says. Independent and campus-based centers now provide a majority of the humanities stipends awarded annually, says the report by the American Council of Learned Societies.

In academic 1990-91, such centers awarded 662 fellowships, up from 205 in 1983-84. In that period, the number of fellowships awarded by the four major national programs—the National Endowment for the Humanities, the John Simon Guggenheim Memorial Foundation, the National Humanities Center, and the American Council of Learned Societies—fell from 511 to 426.

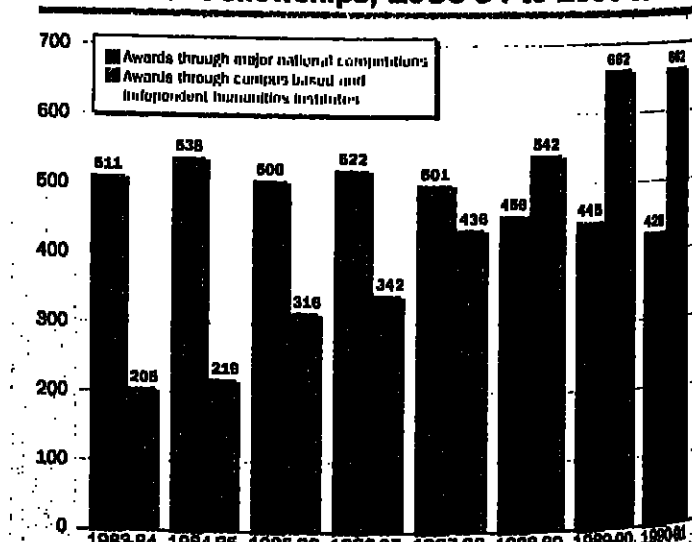
The money available for all fellowships rose from \$12-million to nearly \$18-million in that period. Although the four national programs still provided a majority of fellowship dollars in 1991—they made fewer, but bigger, awards than the centers—their share of funding had fallen since 1983.

Despite the increase in funds and the number of stipends, the report paints a somber picture of research support in the humanities. "The unwillingness of so many private foundations, to say nothing of corporations and the federal government, to provide more long-term assistance with fellowship funding is thus shortsighted," it concludes.

Not a Solution

Douglas Greenberg, vice-president of the ACLS and the report's author, was quick to argue that the growing role of the humanities centers should not be seen as offsetting the shrinking role of the national programs. For one thing, he said, campus centers provide much low-

Humanities Fellowships, 1983-84 to 1990-91



SOURCE: American Council of Learned Societies

er stipends, often make awards only to scholars at their home institution, and may restrict awards to certain types of scholarship. Their main beneficiaries are scholars on campuses where such centers are located, he said.

The report also says that because the number of scholars seeking fellowships has risen significantly since 1983, awards are just as difficult to obtain.

59 Centers Are Included

The report discusses trends in fellowship funding since 1983. A draft released last year (*The Chronicle*, May 8, 1991) focused mainly on the four national fellowship programs. The final report includes statistics on 38 campus-based humanities centers and 15 independent centers.

Among its other conclusions: While financing for the four major national programs has in-

creased slightly since academic 1983-84, fewer people are receiving grants, and the grants are worth less.

Those seeking fellowships from humanities centers had a one-in-five chance of winning one in 1991, but only one in every 11.5 applications for a national award was successful.

One explanation for the growing demand might be that some institutions have cut back on paid leaves, forcing scholars to seek support elsewhere, Mr. Greenberg said. But he also suggested that the demand provided evidence of scholarly vitality among humanities professors.

Copies of the report, "Fellowships in the Humanities, 1983-1991," are available for \$4 each from the American Council of Learned Societies, 228 East 45th Street, New York 10017-3398; (212) 697-1505.

"They feed on and respond to each other. And all the while, I keep looking at the news and what I see is white men in blue suits with red ties."

would call the mainstream feminist discourse."

She and others distinguish between attacks from outside opponents and what they consider to be some of the legitimate battles between feminists. Some scholars who generally support women's studies but are critical of various directions that feminist scholarship has taken declined to comment for this story, saying they feared that they would be lending support to enemies of women's studies.

Rancorous but Reasonable

A legitimate criticism of feminists and women's studies, in Beverly Guy-Sheftall's opinion, is that both "have tended to make marginal women of color." That feminists have made recent efforts to deal with issues of race and class suggests that women's studies is in the process of transformation, adds Ms. Guy-Sheftall, a professor of English and director of Spelman College's women's research center.

Feminist scholars mention other debates that they say have been rancorous but reasonable. Many point to the work of Carol Gilligan, a professor of psychology at Harvard University's Graduate School of Education. Her 1982 book, *In a Different Voice: Psychological Theories and Women's Develop-*

Information Technology

University Hopes Campuswide Network Will Help Give It a Competitive Edge

Case Western Reserve banks on system as a major factor in diversifying student body

By BEVERLY T. WATKINS

CLEVELAND

Case Western Reserve University is gambling that a new, high-powered, campuswide information system will give it a competitive edge over other institutions in diversifying its student body and providing innovative education.

To create the system, the university is installing a network of optical fiber, the fastest communications medium available today. When it is completed next year, the network will connect computers in all dormitory rooms, faculty and staff offices, classrooms, libraries, and laboratories. It will be linked to local, national, and international networks.

Library Catalogs and Court Decisions

Academics and students who are already on the network can send electronic mail and text just about anywhere. They can search the university's library catalogs on line and borrow commercial software from a network program bank. They can use Cleveland's metropolitan-area computer system, from which they can get news from *USA Today* and read Supreme Court decisions as soon as they are handed down. And it is all free.

"Our goal is to have the most advanced electronic-learning environment of any university," says Agnar Pytte, Case Western Reserve's president. "I am convinced that technology will be vitally important to provide information to our students. We want to be sure our students are prepared when they leave here."

Mr. Pytte, who helped Dartmouth College design a campuswide information system before he came to Case Western Reserve five years ago, adds: "Universities will not be competitive in the years ahead without this kind of environment."

So far, the new system, called cwrnet (pronounced *crew-net*), has been well received by its users. Administrators say their operations, now almost paper free, are more efficient. Faculty members report that the network makes class routines, such as posting assignments and grades, easier. Students say they have better communication with their professors and friends.

Not Just Electronic Mail

Although cwrnet is a gigabit network, capable of transmitting the entire Library of Congress across the campus in 20 seconds, it is now used primarily for electronic mail. For example:

■ A classics professor holds conversations entirely in Latin with a colleague at Purdue University. The professor plans to converse in Greek as soon as the network can transmit the Cyrillic alphabet.

■ A physics professor, who is a night owl, answers e-mail immediately when it arrives at 4 a.m. from his students, some of whom are night owls too.

■ During the admissions process, the registrar sends updated enrollment figures every afternoon to administrators, who



Agnar Pytte, Case's president: "Students who liked the school anyway have said that cwrnet is one reason they came. It has tipped the balance for them in some cases."

have the information when they log on to the network in the morning.

■ A group of students kept a surprise party a secret for a week by communicating exclusively by e-mail. Since no one ever talked about the party, word of it couldn't leak out.

■ At least three couples who first met on the network have married.

Although it is too soon to know what impact the information system will have on student recruitment, Mr. Pytte says the anecdotal evidence is promising. "Clearly, we have attracted some students because of the network," he says. "Students who liked the school anyway have said that cwrnet is one reason they came. It has tipped the balance for them in some cases."

However, cwrnet has not yet made any difference in Case Western Reserve's effort to attract more liberal-arts students, says William T. Conley, dean of undergraduate admissions. "Our undergraduate programs are associated in the marketplace with engineering and science," he

"I am convinced that technology will be vitally important to provide information to our students. We want to be sure our students are prepared when they leave here."

says. "The network has reinforced what is already a strong identity."

To interest a greater variety of students, "we need a list of hands-on applications for other majors, not just technology," says Mr. Conley. "We are still a year away from having enough applications of the network so we can say to arts and humanities majors, 'Here are some things you can do on the network.'"

At the Speed of Light

About 60 per cent of the nation's colleges and universities have some kind of campuswide information system or are in the process of installing one, according to a recent survey by CAUSE, the association for the management of information technology in higher education. Most of those systems, however, do not make nearly as much information available as Case Western Reserve's network.

Other institutions also have fiber-optic networks, but few run the cable to every computer on their campuses. That tactic will enable cwrnet to transmit all data on a high-speed system.

Optical fiber, which carries bits of data along glass strands the size of a human hair, can transmit almost limitless amounts of information at the speed of light. With fiber cable, the university will be able to send multimedia, which demand a powerful network, to all computers on the campus. Among other things, faculty members will be able to use digital images, graphics,

Continued on Page A20

A Broad Array of Information on Free-Net

The National Public Telecomputing Network makes the following information and services available to its affiliates, which include the Cleveland Free-Net. Case Western Reserve University gives academics and students access to the Free-Net, which the university supports, through its campuswide information system.

ELECTRONIC NEWS SERVICES

USA Today

National Public Telecomputing Network News

- Democratic and Republican convention coverage (under development)
- Special events

CYBERCASTING SERVICES

Project Hermes (U. S. Supreme Court decisions)

Congressional Memory Project (House and Senate bills)

Daily Report Card (media coverage of the schools)

Imprimis (newsletter of political thought and opinion)

SPECIAL PROJECTS

Academy One (news and events for elementary and secondary schools)

- Centennial Launches: simulated space shuttle program
- Virtual Worlds Project
- TeleOlympics: "Virtual track meet"
- Space Colony Simulations
- Interstellar Space Voyage Simulations
- The e.Club (electronic pen pals)
- Kids International/Inter-Generational Exchange
- Kid-Lit
- Kid-Trek
- Kid-Cook
- NPTN Student News Network
- A Day in the Life
- Kids' Paint Box
- Educator Contact File

MEDICAL INFORMATION SERVICES

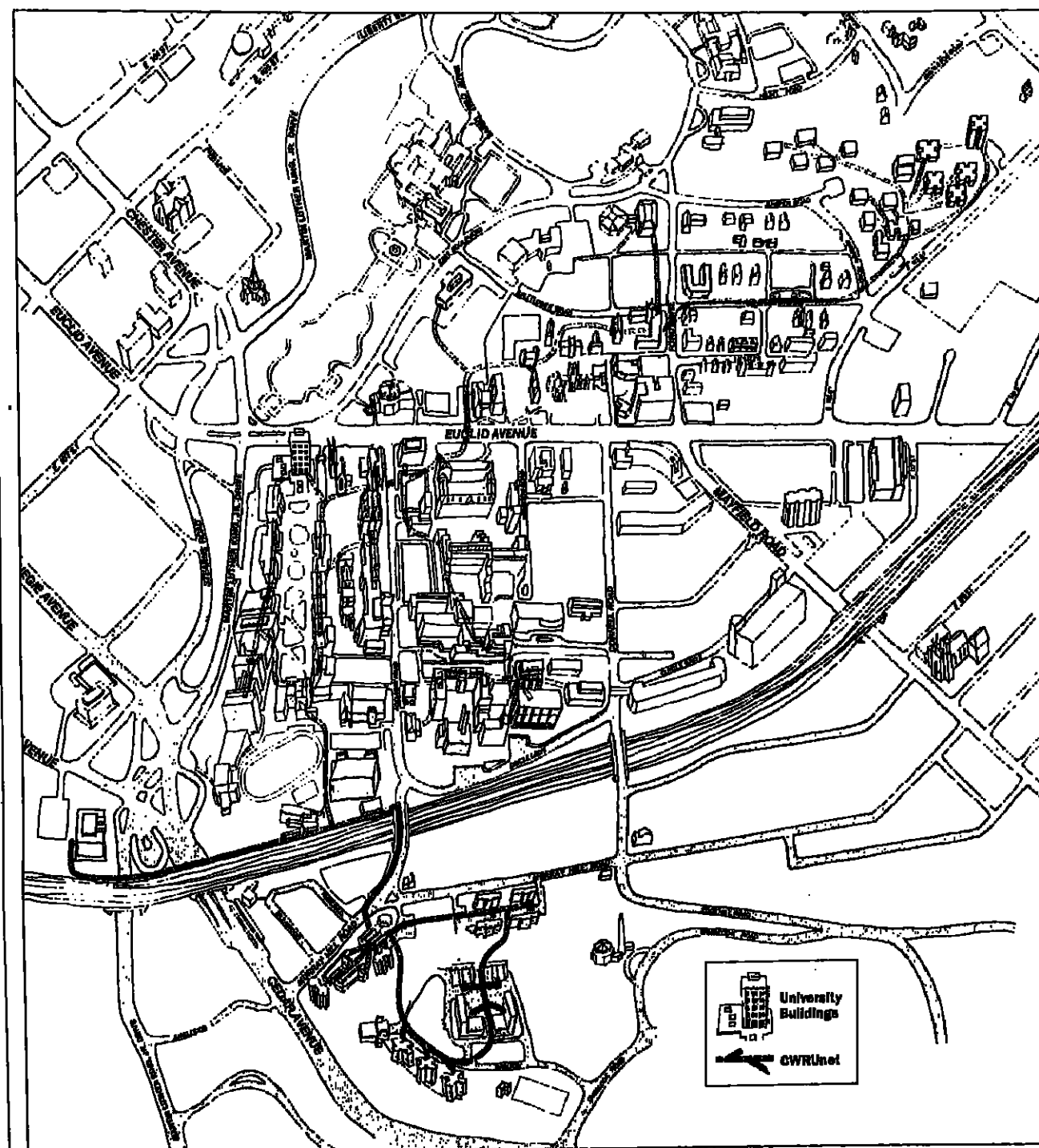
HOPE Foundation Cancer Center Pediatric Information Resource Center

GOVERNMENT AND POLITICAL INFORMATION SERVICES

Congressional Contact File (directory of U. S. House of Representatives)

General Accounting Office Reports

- "Computer Security: Government Planning Process Had Limited Impact"
- "Computer Security: Hackers Penetrate DOD Computer Systems"
- "High Performance Computing: Industry Uses of Supercomputers and High-Speed Networks"
- "High Performance Computing: High-Speed Computer Networks in the U. S., Europe, and Japan"
- "High-Definition Television: Applications for This New Technology"



- "Drug-Exposed Infants: A Generation at Risk"
- "Home Visiting: A Promising Early Intervention Strategy for At-Risk Families"
- "Meeting the Government's Technology Challenge: Results of a GAO Symposium"
- "Strategic Defense System: Stable Design and Adequate Testing Must Precede Decision to Deploy"
- "Training Strategies: Preparing Non-College Youth for Employment in the U. S. and Foreign Countries"
- Campaign 92 (position papers of Democratic and Republican Presidential candidates)

INTERNATIONAL INFORMATION SERVICES

World Factbook, 1991 Edition

HISTORICAL DOCUMENTS

Freedom Shrine

- Pre-Constitution documents
- Magna Carta
- Constitution of the Iroquois Nations
- Mayflower Compact

- Fundamental Orders of 1639
- First Thanksgiving Proclamation
- Charlotte Town Resolves
- Declaration of the Causes . . . of Taking Arms
- Declaration of Independence
- Virginia Declaration of Rights
- Articles of Confederation
- Declaration and Resolves of the first Continental Congress
- Paris Peace Treaty
- Annapolis Convention

The Constitution

- Constitutional transmittal letter
- Constitution of the United States
- Bill of Rights
- All amendments, 1791 to 1971

- Post-Constitution documents
- Northwest Ordinance
- French Declaration of Rights
- Proclamation of Neutrality
- Treaty of Greenville
- Washington's first inaugural address
- Jefferson's first inaugural address
- Monroe Doctrine
- Emancipation Proclamation
- Gettysburg Address
- Lincoln's second inaugural address

- German surrender documents
- Japanese surrender documents
- Martin Luther King, Jr.'s "I have a dream" speech

RELIGIOUS DOCUMENTS

The Bible

- Book of Mormon
- Doctrine and Covenants (Mormon)
- The Pearl of Great Price (Mormon)
- The Koran

ELECTRONIC BOOKS

- Alice's Adventures in Wonderland
- Through the Looking Glass
- The Hunting of the Snark
- Moby Dick
- Peter Pan
- The Federalist Papers
- The Song of Hiawatha
- Paradise Lost
- Aesop's Fables
- Roget's Thesaurus
- The Life of Frederick Douglass
- O Pioneers!
- Far From the Madding Crowd

Professors Need to Accept Diversity in the Content of Courses

Continued From Preceding Page

of colleagues in other fields, although in their own disciplines they can analyze and synthesize the most complex of concepts. Thus, what is new on college and university campuses today is not cultural diversity, which has always existed among disciplines, but the fact that diversity is now defined in terms of ethnicity and race.

Can we capitalize on the different world views among disciplines, using them to help faculty members understand not only colleagues from diverse disciplines but also colleagues and students from diverse ethnic cultures? We know that a kind of multicultural communication does occur in interdisciplinary teaching and research projects, which bring together faculty members with common goals and related interests. For example, a writing-across-the-curriculum project developed by a team of engineering and composition professors enables the engineering professors to understand writing as more than mere syntactic correctness. It also helps the composition specialists to understand that effective writing for an engineer is not the same as it is for a literary critic.

The more faculty members from different disciplines work together on curricula, the more respect they begin to develop for each other's cultures. Thus, the biology professor gains new insights into molecular and cellular behaviors through the lens provided by the specialist in human pathology. A sociologist comprehends more fully the current class distinctions on a Caribbean island when a historian introduces the sociologist to the 130-year-old travel writings of Anthony Trollope.

JUST as interdisciplinary projects can lead to new insights, so multicultural perspectives can lead to new awareness. Someone whose background is different from our own can sometimes jolt us into a new perspective on our own subject matter, our teaching, or our ways of dealing with others. One of our Asian-American students who had been selected for a summer fellowship in Washington was surprised to learn that the African-American fellows, being the majority, controlled the agenda of what was billed as a multicultural leadership program.

As a result of his experience, the student learned something about the nature of social change—that it is based as much on political power and timing as it is on whether a particular action is right and just. Upon returning to campus, he challenged us to insure that all student voices on our campus are heard and that no one perspective is allowed to dominate our thinking and decision making.

In another instance, a female student complained to a professor who, for years, thought he had delighted students with his jokes about women. The woman's complaint led him to discover that many students not only were offended by his jokes but also, as a result, paid less attention to the serious content of his course.

Last year, every unit of my university was asked to contribute to a campuswide "diversity plan," and, as a result, academic departments developed ways to integrate more diverse material into the content of their curricula. Before last year's effort, we had undertaken a Gender Studies Integration Project, which was successful in helping faculty members in several different disciplines learn how to incorporate material on the contributions and learning styles of women into their courses. Using that effort as a model,

our College of Applied Human Sciences developed a project last year that brought together faculty members from departments within the college to revise their curricula; those faculty members now are working with colleagues from other colleges who also are trying to revise their curricula.

New ways of viewing and conceptualizing their worlds enable scholars to make intellectual leaps that transcend their disciplinary cultures. The more we find ways to bring faculty members from diverse disci-

plines together to solve common intellectual problems, the more they will begin to appreciate how the cultures of other disciplines influence their colleagues' thinking. In turn, they may become more aware of the cultural roots of their own intellectual world views and thus become more willing to incorporate content from diverse racial and ethnic experiences into their research and teaching.

I am not so naïve as to suggest that it is easy to leap from understanding our discipline-based cultures to accepting ethnic

and racial diversity in the content of courses. But if we are ever to succeed in the latter goal, we gradually must lead colleagues from their own culture-based disciplines into other intellectual frameworks and, eventually, beyond those to the cultures of other ethnic and racial groups. Diversity is more than just a game of numbers or political expediency. In a world as diverse as ours, we need the intellectual breadth and depth throughout the university that other cultures can provide.

Raymond J. Rodriguez is associate academic vice-president at Colorado State University.

MÉLANGE

Silent Medium of Language; Bloodless Violence in Academe; Ideology of Anger; Dangerous Thinking; Loss of Tenderness

MAYBE I began to write poetry in answer to the confused politics of that time. We were nobody—Charlie, the baby, and me—to the huge military construct that had brought us to Texas. We had been spun out, like so many others, onto the American landscape, as if by some great destiny machine. Everything about our lives that year—from the empty tundra to the tract house we lived in, to the uniforms the pilots wore, and in their way, the uniforms of the wives—sought to efface us.

And yet, as the sixth of ten children, I suppose I meant to challenge that effacement. I'd spent, by then, twenty-two years learning how to make myself heard. What better way than to adopt a medium as silent, as cold, and as abstract as language?

—Deborah Digges, poet and assistant professor of English at Tufts University, in *Fugitive Spring: A Memoir*, published by Alfred A. Knopf

THE SHOWDOWN on Main Street isn't the prerogative of the Western; it's not the special province of men (as opposed to women); or of popular culture as opposed to literary criticism. Television cop shows, *Rambo*, and *Dirty Harry*, and their fans do not occupy a different moral universe from the one populated by academicians. Violence takes place in the conference rooms at scholarly meetings and in the pages of professional journals; and although it's not the same thing to savage a person's book as it is to kill them with a six-gun, I suspect that the nature of the feelings that motivate both acts is qualitatively the same. This bloodless kind of violence that takes place in our profession is not committed by other people; it's practiced at some time or other by virtually everyone. "Have gun, will travel" is just as fitting a theme for academic achievers as it was for Paladin.

—Jane Tompkins, professor of English at Duke University, in *West of Everything: The Inner Life of Westerns*, published by Oxford University Press

THE IDEOLOGY OF ANGER and resentment so prevalent on the campus today has also spilled out into our political culture. The politically correct line is that David Duke was created by Willie Horton. The fact, however, is

that David Duke was created by the inequities of affirmative action and the racism in manufactures. Duke is a Frankenstein built by these politically correct engineers of human souls. And despite what they say, it is not at all certain that they are displeased by their frightening creation.

Until this last year radicals believed that they could get away with McCarthyite thuggery on campus and that their fellow citizens would not be offended by the muffled sounds of free inquiry being strangled and destructive ideologies being jammed into place. They were wrong: Political correctness is now a national concern and their recent attempts to contrive a cover up will not make it go away.

The war over political correctness has been joined and it must be fought to a conclusion. If the radicals succeed, they will use their version of history to determine what kind of a country America was and their version of politics to determine what kind of a country it will become. If they are defeated, they will lose their last redoubt.

—Peter Collier and David Horowitz, the editors of *Heterodoxy*, published by the Center for the Study of Popular Culture, in the inaugural issue (April)

THE UNIVERSITY, which is dedicated to the life of the mind and to reason, has always been political, political in the sense of creating forms of life within which we can live and work together with all of our differences and commonalities. . . . [But] we've left the political, understood in an adversarial sense, and gone right to legalism, and that puts us on a plane of thinking that I find really dangerous to the kind of thinking and living together and working together we would like to engage in.

You end up with things being strictly comparable which historically are not strictly comparable. Let me give you a concrete example. I recently heard somebody say it is exactly the same thing when a student shows up on campus with a T-shirt that says "Hitler was right" and another student shows up with a T-shirt that says "It's a black thing, you wouldn't understand." These are absolutely not comparable. The difference is a voice from the people who slaughtered six million-plus human beings and a voice from people who are claiming a culture with some

pride. Let me give you one other example. Those of us who work in feminist scholarship have been called neo-Nazis. The use of the epithet neo-Nazi shocks me down to my core and makes me ask, Where is history? Where is history?

—Elizabeth K. Minnich, professor of philosophy and women's studies at the Graduate School of Union Institute, in the current issue of *The Civic Arts Review*

LATELY, I have become aware that mobility has its costs. When I taught in China, my classroom monitor, Mr. Wei, would greet me daily at dawn. He would meet me at my door and accompany me to the college. . . . One morning Mr. Wei was several minutes late. "Dr. Lydin, I must apologize to you," he said, "but tomorrow I will not be here to greet you on the day begins. For this I am very sorry. . . . Tomorrow, I will see my venerable professor. He is ill with the cancer. For months, he has weakened and now we must stay by his side. . . .

"In China, we love our teachers," he said. "Historically, we have lived and died near the villages of our birth. From this came a certainty and trust." He paused and searched for words. "As we grew, with each kind person we met, we were certain to know them for life. . . .

"In our new China we have mobility and progress. We can leave the village. We can travel to the university and, after the university, we can be assigned to distant places. In our new China, students may leave their teachers and teachers may leave their students." He shook his head. "Many people will never know the honor to sit by the bed of a beloved professor."

We traveled in silence. We both knew that soon I would be leaving.

Finally, Mr. Wei looked at me with earnestness. "In a traditional world, good-bye is a gentle thing. It comes only with the death. In a modern world, good-bye is bold and aggressive. It comes again and again."

He thought a moment and sighed. "In a modern world, Dearest Teacher Lydin, I think much tenderness is lost."

—Lydia Minatoya, faculty member in counseling at North Seattle Community College, in *Talking to High Monks in the Snow: An Asian American Odyssey*, published by HarperCollins

OPINION

LETTERS TO THE EDITOR

Who Should Pay for Public Higher Education?

TO THE EDITOR:

I sympathize with the concerns for the financing of public higher education that Illinois State University President Thomas P. Wallace expressed in his April 1 Point of View, "The Inequities of Low Tuition." According to *State Profiles* (1991), only 6.7 per cent of Illinois state and local tax revenues were appropriated for higher education in 1990-91, even though 76 per cent of all Illinois college students attend public universities in the state. Clearly, quality instruction and scholarship are being threatened by the lack of sufficient appropriations there and in many other states, including my own.

Dr. Wallace argues that we educators should resign ourselves to diminishing levels of state support and finance public higher education by raising tuition significantly. His "high financial aid-tuition equity model" may be attractive to legislators looking for somebody else to assume their state's moral and fiscal responsibilities, but it would be a disaster for students, universities, and the nation.

At the City University of New York, tuition as a percentage of the expenditures per full-time equivalent has grown from 21 per cent to 35 per cent in just 10 years. If state budget cuts and annual tuition hikes continue for the next seven years as they have for the past two years, public funding will provide less than half of CUNY's senior college budget. In this scenario, CUNY, Illinois State, and hundreds of other public institutions will become, by definition, private universities. Do we really want the 90's to go down in history as the decade in which America abandoned public higher education?

Let's look back at how and why this nation created public higher education in the first place. Many urban institutions were established to educate "the children of the people, the whole people," as Dr. Howard Webster described the mission of New York City's Free Academy (CUNY's forerunner) in 1847. Our great land-grant universities were founded through the Morrill Act of 1862, which offered aid to states that would support colleges whose curricula included agricultural and technical training. Numerous large public-university systems were created after World War II, in order to give

America the scientists and educated citizenry necessary for world leadership.

These urban, land-grant, and post-war public institutions have all met their historic mandates. With roughly 14 million students in college, 10.8 million of them in public institutions, we have the highest college-going rate of any nation. Our university research in science, technology, medicine, and agriculture has transformed history. As a whole, America's higher-education system is the best in the world.

Allowing public higher education to decline into a private or even a "publicly assisted" system would have devastating consequences. Enrollment would plummet, particularly for working people, immigrants, and minorities, but also for middle-



class families. Economically, we would fail to produce the educated, technically proficient work force necessary for America to compete in a global economy. That failure, in turn, would give us higher unemployment and, ironically, the need to spend more state money on prisons and social programs. As former Harvard President Derek Bok once wrote, "If you think education is expensive, try ignorance."

Dr. Wallace argues that "much higher tuition" must be charged "in order to collect a greater percentage of the full educational costs from the students who can afford to pay them." He neglects to mention, however, that because middle-class salaries have eroded in the past decade, the parent cohort able to pay full college costs at even the current level has decreased sharply. With a big tuition increase, more students will need financial aid, and far more of it than at present, while the pool of people able to pay "full cost" will

shrink rapidly. What happens if the full-cost students go private when the tuition climbs? Or if an individual college or system has very few well-off students from whom to siphon funds?

The proposal would do particular harm to minorities and people on the economic margin. Cities such as Chicago and New York already have hundreds of thousands of families that cannot send their children to college on a full-time basis and are not eligible for financial aid. Higher tuition rates for part-time students, single parents, dislocated workers, and returning adults would create enormous obstacles that cannot be explained away by calculations based on projected financial-aid grants to "traditional" full-time students.

Dr. Wallace argues that his formula "has achieved the appropriate correlation between costs and family income" at private colleges. What he fails to acknowledge, however, is that many of our leading private institutions have discontinued "need-blind" admissions because of budget deficits. What a setback it would be—what a tragedy—if tuition increases forced our public universities to make the same compromise.

Therefore, I must disagree that the best way to finance public higher education is a "high-tuition policy." The best way is to convince our legislators in Illinois and elsewhere that education is the cornerstone of justice, democracy, and economic health. President John F. Kennedy led the nation in 1963. "A free nation can rise no higher than the standard of excellence set in its schools and colleges." We educators must provide the leadership to translate that vision into reality.

W. ANN REYNOLDS
Chancellor
City University of New York
New York City

TO THE EDITOR:

I think Thomas P. Wallace is right on the mark regarding public-college financing. Low tuition for all students at public institutions ends up providing an advantage to those who least need it, while depriving lower-income students of much-needed assistance. It is time we asked whether this model is realistic any longer. Interestingly, Mr. Wallace advocates a system that has been in place at private colleges for decades—where the "sticker" is closer to the real cost of education, but the "cost" to students is offset by a financial-aid system proportionate to need.

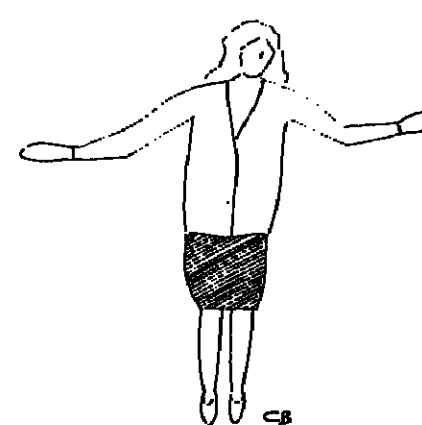
It used to be that private colleges charged high tuition, offered private and government financial-aid subsidies to those who could not pay the full charge, and then subsidized the whole thing further by means of fund raising. The public institutions charged low tuition and offered large subsidies through tax revenues.

As the article described, this pattern may change in terms of public-college tuition. Of course, it has already changed in that public colleges now are very active in fund raising, an arena in which they were nearly invisible 10 or 20 years ago. Much additional income has been directed at public institutions without a balancing increase in public funds directed at the private schools.

The terribly important question not addressed in Mr. Wallace's article is whether we will in the future be

FRENCH

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MADAME LANIER ("CAMEMBERT IS FROMAGE") EXPRESSES "ZUT ALORS" TO THE SMALL GROUP ("LES IMBÉCILES") GATHERED IN ROOM 402

able to discern any difference between public and private colleges, and whether this is desirable.

WILLIAM O. BARRETT
President
San Francisco Art Institute
San Francisco

TO THE EDITOR:

Amid formidable economic pressures, public-higher-education leaders cannot afford to lose sight of the fact that fundamental changes in the way we finance higher education will have powerful political and economic consequences. Approaches that make sense financially may not work well educationally and politically.

I find disturbing the emerging proposals to increase dramatically public-college tuition and base affordability on significantly higher financial-aid programs. Such approaches are suggested by Thomas P. Wallace of Illinois State University . . . and by Michael S. McPherson and Morton O. Schapiro in their book *Keeping College Affordable: Government and Educational Opportunity*. On the surface, the proposals may appear to support fairness and the common good, but in effect, they will undermine the common good and the egalitarian spirit that public higher education embodies.

Once we shift the fundamental financial rationale for funding public higher education from the state to the student, so, too, do we shift political demands and educational consequences.

Envision the politics of a public-college system where a subset of students with adequate financial resources is knowingly paying the lion's share of tuition revenues (i.e., the non-discounted market-rate price). Is there any doubt this subset of constituents will, over time, make greater demands on allocation of resources than a corresponding subset of students, whose tuition is almost entirely subsidized?

Currently, state taxes we pay toward public higher education, as well as other state-supported activities, are based on our personal resources. This is where income-redistribution policy works best—not at the micro, fee-for-service level. At this macro level, taxation is a means of redistributing income to benefit the common good. Thus, many of the tax-supported "goods" distributed by government are available to us by virtue of our residency, without fees and irrespective of how much tax we pay or how much we need, use, or directly benefit from what is offered. These

"goods" often relate to what is universally beneficial to the community. K-12 education, most roadways, and free public libraries are examples.

Other government "goods" are provided on a fee basis. This "micro" form of revenue collection presumably compensates the government for some of the costs related to providing goods and services received. Common fees are unrelated to income or market considerations or ability to pay. Instead, they relate to maintaining the common good with the potential for everyone to benefit. Examples: motor-vehicle registration, adult-education classes, and fishing licenses. Such fees are set low enough for universal affordability, sometimes with special provisions for those in dire financial need.

Currently, public higher education falls in this category. A matter worthy of further discourse is whether higher education should be among those services available free of charge to citizens "by right." Unfortunately, the proposals about which I am concerned move public higher education out of its current category toward a more market-rate approach to setting fees. The proposals also fail to recognize that citizens who have already been significantly taxed based on ability to pay may revolt at what amounts to yet another sliding-scale tax, or at least they will begin to lose sight of their stake in a healthy level of state-supported services for the common good.

Income redistribution through tuition, which already occurs to a great extent within higher-education financing, should not become the primary means of financing colleges. What seems sound in theory does not always work well in practice. The reason that states got into the business of creating public colleges in the first place was to create more equitable opportunity. In my view, to finance institutions based on students' ability to pay will, in the long term, undercut the common good that distinguishes American public higher education.

DARRYL G. GREER
Executive Director
New Jersey State College
Governing Board Association Inc.
Trenton, N.J.

Selection of chancellor raises important issues

TO THE EDITOR:

Mary Crystal Cage's article on the new California State University chancellor is intriguing ("New Chan-

Continued on Following Page

Letters to the Editor

Continued From Preceding Page
 cellor of California State U. Enmeshed in Fights Over Tuition and Affirmative Action," April 1). There are a few matters raised in the piece that require elaboration.

California Assemblyman Richard Polanco chided the chancellor and the CSU for excluding a highly qualified Latino from consideration for the presidency of San Jose State University. Moreover, Polanco questioned the decision to forgo explicit CSU policies regarding the appointment of campus presidents and the forwarding of only one name for consideration by the Board of Trustees. CSU procedures for the selection of a president (Presidential Selection Advisory Committee, Item #9) state that the trustees in consultation with the chancellor will reduce the number of candidates to a minimum of three. This did not happen.

It may be too early to gauge the chancellor's performance in trying to enhance diversity in the CSU. The results of presidential searches at California State University at Northridge and Sonoma State University will provide researchers and concerned individuals with valuable information about any trends or directions.

However, two of the most recent presidential searches in the CSU raise serious concerns. First, while Latinos are the largest minority group in California—larger than all other minority groups combined—and will become one of the largest student cohorts in the CSU, there still is only one Latino among the 20 CSU campus presidents—appointed eight years ago—and two Latino vice-presidents for academic affairs (one of them in an acting capacity). Second, the racist comments and innuendos against Latinos that surfaced during the California State University at Fresno and San Jose State University presidential searches reveal entrenched attitudes of exclusion that continue to impede Chicano/Latino efforts to achieve executive-level jobs in higher education.

We have a long way to go before women, underrepresented minorities, and especially Latinos assume their rightful place as leaders in American higher education. So far it is a tough, uphill struggle!

ROBERTO P. HARO
 Professor of Mexican-American Studies
 and Director of Monterey County Campus
 San Jose State University
 Salinas, Cal.

'Academic guerrilla' draws scholarly fire

TO THE EDITOR:

I was dismayed to see a large portion of *The Chronicle's* valuable space given over to coverage of Ca-

mille Paglia's recent talk at Harvard ("Camille Paglia, Academic Guerrilla, Relishes Her Role as Feminist Scourge," April 1). Surely, anyone who requires a publicist to organize her affairs and who appears on the front pages of *The Boston Globe* is already a *cause célèbre*.

The space allotted to Ms. Paglia's one-woman show is particularly redundant since news about her exploits is no news at all. We are all familiar with her name-calling, her bogus scholarship, and the tautologies and *non sequiturs* that she espouses under the heading of a "new" rational feminism.

It is a misnomer to refer to Ms. Paglia as a "feminist." The creeds she sets forth have nothing to do with sexual equality. Furthermore, I cannot see how anyone who claims Harold Bloom as a "mentor" can take such a handle seriously or un-seriously, for that matter.

I admire Ms. Paglia for the slick manner with which she has managed her career but not for the way she has become the largest groupie of her own myth. She is what she accuses others of being: a self-glorifying nihilist full of her own puerilities.

HELEN WUSSOW
 Assistant Professor of English
 Memphis State University
 Memphis

TO THE EDITOR:

To judge by your reporter Carolyn J. Mooney's burlesque treatment in *The Chronicle*, Camille Paglia's position on radical feminists and literary theorists in American academia is evidently extreme, her manner ancient-marinerly and strident, and her matter *ad feminem* in attacking such well-established exponents of the opposing position as Barbara Johnson and Marjorie Garber of Harvard. But since Ms. Mooney's treatment of Miss Paglia is also substantially *ad feminem*, it is not easy to say whether or not one is—which one?—or both are attacking persons more than questioning positions and addressing issues. It would be even harder to know whether there might be a modicum of merit or substance in Miss Paglia's position. ("Miss" is her preference, according to the article.)

It is difficult for a position like Miss Paglia's to get a general public hearing without being either programmatically conservative or methodically polemical. But in turning to broad-and-circuses polemic, critics of orthodox theorism in effect join the majority opposition.

Such demonstrations may help explain why it is that—while "academe is being corrupted by trendy feminists and literary theorists," in Miss Paglia's terms, and "conservatives

are taking control of academic reform"—liberals stand around doing nothing (italics mine). With all the heat in such a Manichean climate, it is probably more socially useful as well as enlightening to turn away, pronounce a plague on both their houses, and concentrate on scholarship and teaching. There is hope for the future, if not much vendible propaganda for the present.

THOMAS CLAYTON
 Professor of English and Classical Studies
 Chair of Classical Civilization Program
 University of Minnesota at Twin Cities
 Minneapolis

Students lobby for more student aid

TO THE EDITOR:

The fact that your publication does not communicate much with the student groups that have a vital stake in the preservation and expansion of higher education, and who work actively for its reformation, is borne out by a recent article touching on legislative activity in the State of Washington. "States Wrestle With Proposals for Higher Tuition" (March 25).

The article quotes State Rep. Ken Jacobsen regarding a bill that he introduced during the 1992 session that would have raised tuition, a pragmatic acknowledgment of our state's current budget woes, while providing a remarkable, overdue increase in financial-aid funding. Eligibility for aid would expand to encompass middle-class families with incomes up to \$49,000. The article does not point out that Mr. Jacobsen, in consultation with students, worked to remove all tuition increases from his own bill—the consequence being that the bill advanced with tremendous bipartisan support out of the House of Representatives, 96 to 0.

According to the article, "Student groups opposed the measure, . . . testifying against it at legislative hearings." This is untrue. My association, the Washington Student Lobby, coordinates the involvement of student governments at all five of our public universities in legislative matters. We testified in strong support of Mr. Jacobsen's bill. Increasing tuition was the one sticking point for Democrats and Republicans alike. Once that section was removed from the bill, the remaining Washington College Promise Program—purely financial aid—had great backing, dying within the state Senate only because of a lack of time left in the session.

We never believed that our legislature would increase tuition. Therefore, it is highly inaccurate to write that we were working against the bill. In fact, we honored Mr. Jacobsen as our "Annual Legislator of the Year" for having proposed the legislation. You are more exact when you later identify Robert G. Edle, director of government relations at the University of Washington, as being an opponent of the bill. Ironically, only the universities demonstrably opposed it—although they supported the initial element of raising tuition, Mr. Edle states, "We're not willing to say all new money in higher education should go into financial aid." Indeed, it is the posture of our universities that no additional money should go into financial aid. This in spite of the fact that not even half of those students eligible for our "State Need Grant," with a family-income cutoff of about \$12,000, receive it.

During the 1980's, while the student population in our state actually declined (we rank last among states in terms of access), the size

of each university's administration more than doubled—quadrupled in the case of the University of Washington. Defending this excess, while disparaging efforts to provide access for students, is curiously elitist. It suggests that our institutions have lost touch with their missions and have become obsessed merely with institutional self-preservation. Are we as students wrong to expect more? Or are we to be begrudged as merely a diversion of resources?

Your publication could strengthen its deserved reputation for excellence in the reporting of higher-education issues by communicating more with the students who, by definition, are what higher education is all about.

BRENDAN W. WILLIAMS
 Staff Consultant
 Washington Student Lobby
 Olympia, Wash.

Programs for students who design their majors

TO THE EDITOR:

Individualized majors flourish not only in single institutions such as those included in your March 25 issue ("Students Who Design Own Majors Are Often at the Cutting Edge"), but also—and, I believe uniquely—in a collaborative program that involves all 17 undergraduate colleges that make up the City University of New York as well as the CUNY Graduate School.

One of the nation's oldest alternate-degree programs, CUNY's Baccalaureate Program has been in business since 1971. Although the program is small in the context of CUNY's 200,000 students, it is large by alternate-degree-program measures, with close to 600 students enrolled each academic year. Because the program's students may take classes at any of the 18 campuses in CUNY, they can develop programs of study that draw on resources no single campus can offer. Students can also take advantage of the learning opportunities offered by such extraordinarily rich resources as the Museum of Natural History, the Metropolitan Museum of Art, the Bronx Zoo, the Aquarium, and the city's hospitals, courts, and public schools, where they take internships, do fieldwork, or complete independent research projects.

The program serves primarily re-entry adults (71 per cent are over 30), with women making up about 64 per cent of the total students. About one-half began their studies in community college.

Like other institutions that offer mature students a chance to study what is meaningful to them, the CUNY program has wonderful outcome

data. The retention rate is nearly 20 per cent. The program has just over 4,000 graduates, and almost half (per cent) graduated with honors.

We are naturally proud that the program has enabled students to achieve so much and with such distinction. And thank you for your best piece on non-traditional programs.

MICHAEL C. T. BROWN
 Professor of Education
 and Academic Development
 Baccalaureate Program
 Graduate School and University Center
 City University of New York
 New York

TO THE EDITOR:

Susan Dodge's March 25 article about students who design their own majors was unforgivably remiss in excluding Hampshire College in its heret, Mass., where every student designs his or her own course of study, guided by a two- or three-person faculty committee. Ken Bue was an early alumnus, and more lead illustrious careers and at the forefront of reform and change in every area.

It's interesting that Dodge chose the University of Massachusetts at Amherst, of all places, as one example of this program. Of the members of the Five-College Consortium (University of Massachusetts, Smith College, Amherst College, Mount Holyoke College, and Hampshire . . . the University of Massachusetts remains the most difficult place for students to take advantage of the diversity of education available, as most students there have to complete several semesters of required courses before they are allowed to consider taking an off-campus class. UMass also still does not accept Hampshire's written evaluation system in lieu of grades. I'd hardly call this cutting edge or respectful of the choice and motivation of the individual student.

CELIA WHITT
 South
 (Alumni Admissions Associate
 Hampshire College)

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

SPECIAL COLLECTION

'Ledger Art' Reveals Lives and Rituals of American Indians



Plains Indians draw pictures in ledger books as a way of recording warrior victories and courtship rituals. The composition of the drawings also depicted people's relationships to one another.

By Jean Rosenblatt
THIS ARTISTRY by a vanishing race . . . originally cost me several hides of bacon, as Chief Whirlwind was fond of hog-meat, and when he came for a visit and to smoke the pipe of peace and brought me a present—in Indian society that called for a swap."

So wrote Second Lieut. Samuel Good Jones in 1937, describing how he had come by a book of drawings when he served with the U.S. Army's 5th Cavalry in Indian Territory (now Oklahoma).

The drawings that Chief Whirlwind swapped for bacon were part of an artistic tradition now known as "ledger art"—drawings done by American Indians in ledger books that they obtained from trading posts or military commands. Most of the drawings were created by highly skilled artists from the Plains tribes around the time that they were being herded onto reservations—the middle and late 19th century. The drawings, done mostly in colored pencil, portray Indians' lives and rituals through pictographs—simple images of people, animals, weapons, and tipis.

Two ledger books, including the one that Chief Whirlwind gave to Lieutenant Jones, are in the Oklahoma Museum of Natural History's Ethnology Collection at the University of Oklahoma. The books may hold the largest number of Plains-Indian ledger drawings outside of the Smithsonian Institution, says the museum's collections manager, Julie Droke.

The university's collection of drawings also is unusual because the pages that are bound in book form. Most ledger drawings have been torn from the books in which they were drawn because the artworks are so valuable, Ms. Droke says. Individual drawings have been sold for as much as \$18,000 at galleries and auction houses.

But the real value of ledger drawings lies in what they reveal about Indian life, scholars say. The drawings "paid great attention to detail, which makes them marvelous sources" for the study of clothing, headdress, belts, hairstyles, horse gear, lodges, and other aspects of Indian life, says Mary Jo Watson, who teaches American-Indian aesthetics to undergraduates at the University of Oklahoma. She uses slides of the university's ledger drawings in her classes.

BESIDES revealing a particular aesthetic and way of life, ledger drawings at a deeper level also depict a value system, says Candace Greene, an anthropologist at the Smithsonian's National Museum of Natural History. Ms. Greene, who did her doctoral research on Cheyenne pictographic art while at Oklahoma, says that in ledger drawings done by at least one Plains tribe, the Cheyenne, "What's placed on the right is considered to be more spiritually powerful" than what is shown on the left. In pictures of warfare, for example, the Cheyenne warrior tends to appear

on the right, the non-Cheyenne on the left; in drawings of courtship, the man is on the right, the woman on the left.

The origins of Indian graphic art date back thousands of years, Ms. Greene says. The first pictographic art done by American Indians consisted of petroglyphs incised into cliff faces and pictures painted on rocks. As materials and techniques became more sophisticated, people began painting on animal hides, until skins became scarce with the near-extinction of the buffalo. When American and European trade goods such as paper and pencils became available, the Plains tribes again adapted their techniques to the new circumstances.

Most ledger drawings probably were done to record triumphs in battle and hunts from the artists' earlier lives, before the Plains Indians were moved to reservations, scholars believe. Scenes depicting courtship rituals and family customs may have been drawn by younger artists with no victories as warriors to record.

Only men created this kind of representational art, Ms. Greene says. The

women traditionally specialized in decorative art, such as geometric paintings on hides or bead and quill work.

The intermixing of pictures by different artists in many ledger books suggests that the pictures may have been drawn "in a social setting," Ms. Greene says. She speculates that groups of men might have sat around together telling stories, with one man at a time drawing a picture of, say, a battle being described by the others. When the artist finished, he might have passed his drawing around for the others to look at and comment on. They might then have drawn their own versions of the same battle—or a different one—on separate pages.

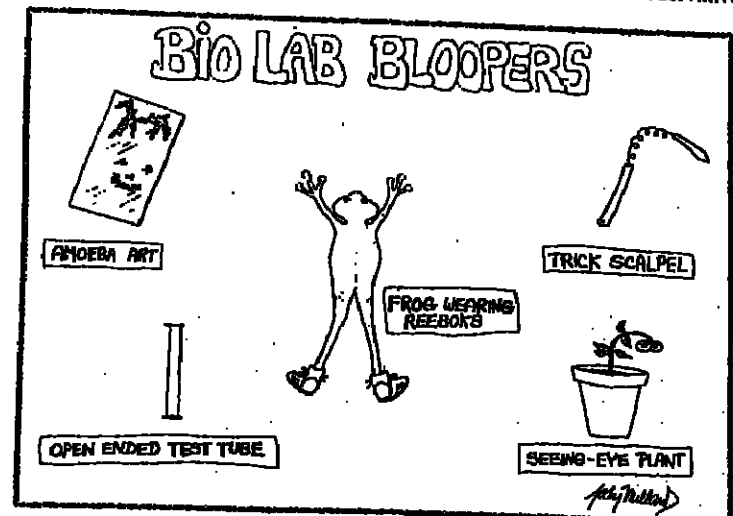
The drawings that Chief Whirlwind gave to Lieutenant Jones—"this artistry by a vanishing race"—most likely were done by a group of Cheyenne artists in the early 1890's, after Indian Territory had become reservation land.

But by the 1890's ledger drawings were a dying art form, Ms. Greene believes, since "the pictographic tradition disappeared around the turn of the century."

ALTHOUGH there was a renaissance of American-Indian graphic art beginning in the 1930's, she says, this emerged from an "easel-art tradition"—that is, out of art schools—rather than a "community-art tradition" in which artists learned methods from members of their own families, villages, or tribes.

Other experts believe that ledger art did not signal the end of a tradition at all but was simply a transition from the old hide paintings to contemporary art.

"Indian art has never been static. The Indian people always incorporated change into their work," Ms. Watson says. To her, ledger art is vibrant proof of the "monumental versatility of Indian people."



THE CHRONICLE OF HIGHER EDUCATION

JOE MILLER

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- Ohio 11, 12, 16, 18-21, 26, 28, 33, 35
- Oklahoma 10, 23, 27, 28
- Oregon 10, 38
- Pennsylvania 8, 10-15, 18-20, 22, 25, 27, 29, 32-34, 36, 38, 39
- Rhode Island 9, 14, 17, 21, 27, 28, 39
- South Carolina 7, 9, 10, 12, 15, 21, 23, 26, 27, 29, 32, 35
- South Dakota 15, 18, 28, 29, 32, 35
- Tennessee 19, 12, 20, 23, 25, 26, 28, 15, 17, 20, 22, 23, 25, 26
- Texas 15, 17, 20, 22, 23, 25, 26
- U.S. Territories 16
- Utah 9, 12, 18, 19
- Vermont 9, 14, 17
- Virginia 9, 10, 15, 17-19, 22, 25
- Washington 18, 21, 25, 28, 30, 38
- West Virginia 9, 12, 14, 16, 17, 19, 22, 23, 26-29, 35, 37
- Wisconsin 14, 21, 23, 27, 30
- Wyoming 11, 32

EUROPA-UNIVERSITÄT-VIADRINA FRANKFURT/ODER



The old Viadrina University, which existed from 1506 to 1811, will resume its teaching and research program at the beginning of the Winter Semester 1992/93 as the newly founded European University Viadrina of Frankfurt/Oder.

Cooperated as a university that reaches beyond national boundaries, the new Viadrina will bring together professors and students from all over Europe. As an integral part of the new university, the Faculty of Cultural Studies is committed to an interdisciplinary and cross-cultural program of teaching and research. In close collaboration with the faculties of Law and Economics, the Faculty of Cultural Studies at the Viadrina is particularly interested in fostering a better understanding of the cultural differences and similarities among European societies. The logic of cross-cultural comparison plays an important role in this effort.

Candidates for professorships in the Faculty of Cultural Studies should have special qualifications in interdisciplinary and cross-cultural research and teaching, and a special interest in moving beyond the boundaries and traditions of their own disciplines. Courses at the Viadrina will be taught in several international languages. All members of faculty are expected to have a certain command of German.

Interested candidates are encouraged to request further information from the Chair of the Faculty of the Viadrina (see below).

The following Professorships (C4 or Full Professors) are to be filled immediately:

1. History (H4): Comparative modern European history
2. History (H4): Modern economic and social history
3. History (H4): History of Eastern Europe
4. Philosophy (C4): The philosophical context of Cultural Studies
5. Social Science (C4): The comparative sociology of cultural norms and institutions

6. Social Science (H4): Comparative cultural and social anthropology

7. Political Science (C4): The comparative analysis of political systems, movements, and cultures

8. Geography (C4): Economic and social geography

9. Comparative Literature (C4): The literatures of Eastern Europe

10. Linguistics (C4): Sociolinguistics

11. Linguistics (H4): Applied Linguistics and the Teaching of Foreign Languages

Applications should include a detailed C.V. with a list of degrees, publications, courses taught, and references. They should be received by May 22, 1992 at the following address: Godwinstraße der Europa-Universität Viadrina Frankfurt/Oder, Prof. Dr. Dr. h.c. Ignaz LID h.c., Grosse Schrammstraße 59, D-12200 Frankfurt/Oder.

THE UNIVERSITY OF QUEENSLAND

Equal opportunity in employment is University policy.

Lecturer in Music (Tenurable)

Music Department

To teach Music Education (secondary) and co-ordinate the music education major. Ability to supervise postgraduate research in music education and experience in secondary school teaching are essential, and postgraduate qualifications (preferably a doctorate) in music education are highly desirable. Ability in a secondary field, either practical or academic, would be an advantage.

Annual salary: \$A41,000 - \$A48,688. Superannuation benefits apply. Relocation assistance available to an appointee from outside the Brisbane area.

Closing date: 31 July 1992. Further information: Dr P. Braccini, Telephone +61-7-365-3502, facsimile +61-7-365-4488.

How to apply: Please forward an original plus seven copies of application and resume to the Director, Personnel Services, The University of Queensland, Qld 4072, Australia. Please quote Reference No. 18292.

Criminal Justice Instructor

Full-time, tenure-track position in criminal justice at the rank of instructor or assistant professor. Master's degree in criminal justice or related field required. At least 2 years of field experience and college level teaching experience. Preference will be given to candidates with individual hire in the governance of the college, and become involved in our community. Salary range \$23,000 to \$30,000 based on rank and experience. Send letter and resume to: Richard R. Weber, Criminal Justice Program, Jamestown Community College, 8225 Reardon Street, Jamestown, NY 14701. Review of applications will begin May 1, 1992. JCC is firmly and fully committed to the principles of affirmative action and equal opportunity and will extend itself to see that these policies are fulfilled.

Accounting Search requested. Assistant Professor for tenure-track position in accounting. Ph.D. preferred, MBA or appropriate master's degree with CPA will be considered. Commitment to undergraduate teaching is a priority. Send resume and supporting materials to: Dr. Benjamin J. Culligan, Dean, School of Business, Tennessee State University, Nashville, Tennessee 37203. The Tennessee State University is an Equal Opportunity Employer.

Accounting: Controller, Lake Forest College, Lake Forest, Illinois 60043. Applications from minorities and women actively encouraged. Send a letter of application with resume to: Dr. Robert J. Culligan, Dean, School of Business Administration, Lake Forest College, Lake Forest, Illinois 60043. The Lake Forest College is an Equal Opportunity Employer.

Administrative/Management: Senior Lecturer, Native American Educational Services College, Chicago Campus, NABES. Send a letter of application with resume to: Dr. Robert J. Culligan, Dean, School of Business Administration, Lake Forest College, Lake Forest, Illinois 60043. The Lake Forest College is an Equal Opportunity Employer.

Administrative/Management: Senior Lecturer, Native American Educational Services College, Chicago Campus, NABES. Send a letter of application with resume to: Dr. Robert J. Culligan, Dean, School of Business Administration, Lake Forest College, Lake Forest, Illinois 60043. The Lake Forest College is an Equal Opportunity Employer.

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University of Waikato

Te Whare Wānanga o Waikato
Hamilton, New Zealand

LECTURER IN HISTORY

Applications are invited for a lecturer in the field of Department of History. The Department, which has a staff establishment of ten, is in the School of Humanities, and moderates and doctorates are offered as well as three-year BA.

The Department wishes to appoint a candidate with research and teaching experience in seventeenth and eighteenth century European and/or British history. The candidate would be expected to teach at both undergraduate and graduate levels.

The current salary range for lecturers is NZ\$37,440-NZ\$49,088 per annum.

Enquiries of an academic nature may be made to the Chairperson of History, Dr. P. Hart (tel. (04) 785 2889, Fax (04) 785 2158). Information on the method of application and conditions of appointment may be obtained from Academic Staffing, Personnel, The University of Waikato, Private Bag 3105, Hamilton, New Zealand (tel. (04) 785 2889, Fax (04) 785 2158). Applications quoting reference number A92/19 should reach Academic Staffing by 30 May 1992.

Places for appointees' children may be available in the creche run by the Canteen Society (Inc.). The University welcomes applications from suitable people regardless of race, creed, marital status or disability.

Applications quoting reference number A92/19 close with the Registrar, University of Waikato, P.O. Box 56, Dunedin, New Zealand (Fax (04) 474-1007) on 22 May 1992.

Applications quoting reference number A92/19 close with the Registrar, University of Waikato, P.O. Box 56, Dunedin, New Zealand (Fax (04) 474-1007) on 22 May 1992.

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PimaCommunityCollege

FACULTY POSITIONS

for

ACADEMIC YEAR 1992-93

West Campus

ART: Requirements: Master's in Fine Arts. Teaching experience in metalwork and basic design. Experience with lost wax casting, mold making, raising/turning, fabrication/finishing techniques. Knowledge of elements and principles of basic design. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preferences: Community college teaching experience. Experience in supervising complex metals program. Knowledge of safety/hazardous materials management. National exhibition record. Willingness to assume department chair responsibilities on a rotating basis, committee work, curriculum development and program articulation.

BIOLOGY: Requirements: Master's degree in biology with broad general biological background; recent teaching experience at the college level in Biological Sciences. Evidence of ability to communicate knowledge to students of diverse social, economic and cultural backgrounds. Preference: Ph.D. in biological sciences; experience in curriculum development and application of media technology in teaching; ability to teach, develop and coordinate basic biology courses for Health Career students. Recent community college teaching experience.

MATHEMATICS: Requirements: Master's degree in mathematics or related field. Instructor will be expected to teach a wide range of courses from developmental math courses through linear algebra. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preferences: Community college teaching experience with special emphasis on the use of technology in the classroom to include handheld calculators, software applications, etc.

NURSING: Requirements: Master's degree or higher in nursing from an accredited college or university, preferably in Pediatric Nursing, R.N. licensure or eligibility for licensure in Arizona. Recent documented clinical experience in area(s) of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body.

Preferences: An understanding of Associate Degree Nursing, prior community college teaching experience in a variety of nursing content areas.

NURSING (This is a one academic year appointment): Requirements: Master's degree or higher in nursing from an accredited college or university, preferably in Pediatric Nursing, R.N. licensure or eligibility for licensure in Arizona. Recent documented clinical experience in area(s) of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body. Teaching assignments may include days, evenings, Saturdays or Sundays.

Preferences: Teaching experience in nursing education.

SOCIOLOGY: Requirements: Master's degree in sociology or related field. Demonstrated ability to teach at the college level as an introduction to Sociology, Minority Relations and Urban Sociology. Recent documented clinical experience in area(s) of specialization. Demonstrated understanding of the multicultural needs of a southwestern community college student body. Teaching assignments may include days, evenings, Saturdays or Sundays.

Preferences: Teaching experience in nursing education.

SPANISH: Requirements: Master's degree in Spanish. Teaching experience at the community college level. An understanding of the multicultural needs of a southwestern community college student body.

Preferences: Experience in course development and language training for professionals. Experience in accelerated language courses and teaching students with multiple language learning strategies. Demonstrated effectiveness as an instructor of Spanish.

WRITING: Requirements: Master's degree in English or related field. Demonstrated community college experience in teaching writing at all levels of southwestern community college student body.

Preferences: A commitment to helping students develop as writers, active teacher, and as a participant in collaborative endeavors. Applicants must qualify for a regular Arizona community college teaching certificate.

First review of applications will commence on May 18, 1992 and will continue until the positions are filled. To be considered, a completed Pima Community College application, a resume, unofficial transcripts and the names of three current references must be submitted. Failure to complete the application requirements will result in elimination of candidacy. All official documents must be submitted to:

PIMA COUNTY COMMUNITY COLLEGE DISTRICT
Employment/Human Resources
P.O. Box 3016
Tucson, AZ 85702-3016
(602) 684-6824

Pima Community College is committed to multicultural diversity and is an Equal Opportunity, Affirmative Action Employer. Women, minorities and other protected classes are encouraged to apply.

Admissions: DePaul University seeks an admissions officer for entry-level position. Person must be well organized with excellent writing skills and ability to work with students, faculty, staff, and alumni. Previous admissions experience desired. Position is full-time, year-round, and includes responsibilities for recruiting, advising, and enrolling students. Salary commensurate with experience. Letter of interest and resume to: Admissions Director, DePaul University, 1200 North Dearborn, Chicago, IL 60614-1172. Review of applications will begin immediately and continue until position is filled. All official documents must be submitted to:

Admissions Assistant Director, Saint Louis University, the oldest university west of the Mississippi River, seeks a motivated professional to join our new enrollment management model as an Assistant Director of Admissions. The position is primarily responsible for the implementation of the recruitment cycle and the coordination of the admissions process. Requirements: Master's degree in Education or related field; 3-5 years of experience in admissions; excellent communication skills; ability to work with students, faculty, staff, and alumni. Salary commensurate with experience. Letter of interest and resume to: Admissions Assistant Director, Saint Louis University, 3545 Lafayette Avenue, St. Louis, MO 63103. Review of applications will begin immediately and continue until position is filled. All official documents must be submitted to:

BLOOMSBURG UNIVERSITY

Bloomersburg, Pennsylvania

BLOOMSBURG UNIVERSITY invites applications for three full-time, temporary positions within the Department of Curriculum and Foundations for the 1992-93 academic year. Preference will be given to candidates with the ability to relate to diverse student populations including persons of color and women.

EDUCATION/INSTRUCTION SUPERVISOR (Affirmative Action #72-1152): Responsibilities: Supervise student teachers and graduate students in the Bloomsburg area (Philadelphia) graduate program; teach graduate courses in elementary education and guidance in the Bloomsburg program. Qualifications: Doctorate in education required; college-level teaching highly desired; graduate course work in supervision and three years' classroom teaching experience in an accredited school required.

EDUCATION/READING (Affirmative Action #72-1154): Responsibilities: Teach graduate and undergraduate courses in reading/instruction to the teaching of reading, diagnosis and remedial reading, and teaching the reluctant reader; supervise student teachers. Qualifications: Doctorate required with a major in reading education; college-level teaching highly desired; graduate course work in supervision and three years' classroom teaching experience in an accredited school required.

EDUCATION/SUPERVISION (Affirmative Action #72-1156): Responsibilities: Supervise student teachers and possibly share responsibilities in teaching field studies courses. Qualifications: Doctorate in education required; graduate course work, training, and experience in supervision required; three years' classroom teaching experience in an accredited school required.

Salary/Rank: Negotiable within the rank of Assistant Professor. Application procedure: Submit a letter of application (prior to the Affirmative Action # of the position), a current vita, copy of teaching certificate, undergraduate and graduate transcripts, and three current letters of recommendation to: Dr. Chris Ann Chertow, Chairperson, Search and Selection Committee, 104 New Hall, Bloomsburg University, Bloomsburg, Pennsylvania 17815. Applications must be received by May 20, 1992.

Bloomersburg University is an Affirmative Action, Equal Opportunity Employer. Persons of color, women, and all other protected class members are especially urged to apply.

CHAIRPERSON

Department of Practical Arts & Vocational-Technical Education

UNIVERSITY OF MISSOURI-COLUMBIA

POSITION: The Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia is seeking applications for a full-time, non-tenured administrative position and 9 months' salary. The position is a 12-month non-tenured administrative position and 9 months' salary. The position is a 12-month non-tenured administrative position and 9 months' salary.

DEPARTMENT: The Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia is seeking applications for a full-time, non-tenured administrative position and 9 months' salary. The position is a 12-month non-tenured administrative position and 9 months' salary. The position is a 12-month non-tenured administrative position and 9 months' salary.

QUALIFICATIONS: An earned doctorate in vocational education or a closely related discipline with a demonstrated ability to provide departmental and program leadership. An outstanding record in teaching, supervision, and graduate advising. Professional service, research, and management. A demonstrated ability to provide leadership in program development and program evaluation. A demonstrated ability to provide leadership in program development and program evaluation. A demonstrated ability to provide leadership in program development and program evaluation.

APPLICATIONS: Send letter of application, vita, and names, addresses, and phone numbers of three references to: Dr. Loretta E. Schaefer, Chair, Search Committee, Department of PAVTE, 109 Hill Hall, University of Missouri-Columbia, Columbia, MO 65211. The screening process will begin May 1, 1992, and will continue until the position is filled. Minorities and women are encouraged to apply. The University of Missouri-Columbia is an equal opportunity, affirmative action employer.

CHAIRPERSON

DEPARTMENT OF PREVENTIVE MEDICINE

The University of Mississippi Medical Center • Jackson

The University of Mississippi Medical Center invites nominations for the position of professor and chairperson of the Department of Preventive Medicine. Candidates should have a notable record of teaching experience, research activities and clinical service in an academic health science center environment, and must be eligible for medical licensure in Mississippi. Candidates with administrative background are preferred. The Department of Preventive Medicine currently has 14 faculty members in divisions of medical genetics, biostatistics, epidemiology and parasitology/medical entomology. Those who wish to submit a nomination for this position should send the nominee's name and address to Dr. J. Maurice Mahan, Chairman, Search Committee, c/o Department of Institutional Research, The University of Mississippi Medical Center, 2500 North State Street, Jackson, Mississippi 39216-4505. Application deadline is September 1, 1992.

EQUAL OPPORTUNITY EMPLOYER, MURPHY.

African American Studies: Chicago-based African American Studies Program seeks a full-time, non-tenured professor to teach African American Studies courses and supervise student teachers. Requirements: Ph.D. in African American Studies; 3-5 years of teaching experience; excellent communication skills. Salary commensurate with experience. Letter of interest and resume to: African American Studies Program, 114 West 1st Street, Chicago, Illinois 60606.

Archives: University of Mississippi Medical Center seeks a full-time, non-tenured professor to teach African American Studies courses and supervise student teachers. Requirements: Ph.D. in African American Studies; 3-5 years of teaching experience; excellent communication skills. Salary commensurate with experience. Letter of interest and resume to: African American Studies Program, 114 West 1st Street, Chicago, Illinois 60606.

LYNCHBURG COLLEGE IN VIRGINIA

Special Education Position. The School of Education and Human Development seeks applications for a tenure-track position in Special Education, beginning August 1992. Rank: assistant or associate professor. Qualified applicants will have an earned doctorate in special education, instructional experience with students with disabilities, interest in curriculum development and program improvement, and scholarly achievement or demonstrated potential for it. Experience in one or more of the following is desirable: transition, collaborative efforts with general education, language development, and academic curriculum and methodology.

Lynchburg College offers both undergraduate and graduate programs leading to teacher certification and master's degree sequences in many areas, including Learning and Behavior (LD/ED), Severe Disabilities, and Early Childhood Special Education. The College values good teaching, commitment to students, and professional or scholarly interests. Salary and benefits are competitive. Review of credentials will begin in late April and continue until an appointment is made. Please send a vita and references to: Dr. Ed Pollock, Chair, Search Committee, School of Education and Human Development, Lynchburg College, 1501 Lakeside Drive, Lynchburg, VA 24501-3108.

Lynchburg College is a private, coeducational, liberal arts institution of 2,300 undergraduate and graduate students, affiliated with the Christian Church (Disciples of Christ), a liberal Protestant denomination. Lynchburg is a metropolitan community of 150,000 persons located near the Blue Ridge Mountains, 3 1/2 hours southwest of Washington, DC. The city has a diversified economic base, excellent public schools, a mild climate, and many opportunities for recreation. Five colleges enhance its cultural life.

Lynchburg College strongly encourages applications from women and members of minority groups.

EOE

Associate or Full Professor

Infectious Disease Epidemiologist

UNIVERSITY OF MINNESOTA

The Division of Epidemiology, School of Public Health, University of Minnesota, seeks a full-time tenure-track Associate Professor or tenured Full Professor for its Infectious Disease Epidemiology program.

Specific requirements for the position are: 1) Ph.D. in Epidemiology or M.D. with MPH or Ph.D. in Epidemiology, or 3) DVM with MPH or Ph.D. in Epidemiology, and 4) experience in human infectious disease epidemiology. The primary criteria for appointment are a relevant publication record in peer-reviewed journals, demonstrated ability through grant awards for significant research, and evidence through student evaluations of successful teaching.

The Full Professor level is a tenure appointment, requiring at least 10 years of post-doctoral teaching and research experience; at least five years of post-doctoral teaching and research experience is required for the Associate Professor level. The primary criteria for appointment are a relevant publication record in peer-reviewed journals, demonstrated ability through grant awards for significant research, and evidence through student evaluations of successful teaching.

The position is available on or about July 15, 1992. Interested applicants should submit a curriculum vitae, publications list, and a list of three references by June 1, 1992 to Dr. Henry Blackburn, c/o Kathy Russell, Division of Epidemiology, School of Public Health, University of Minnesota, 1300 South Second Street, Suite 300, Minneapolis, MN 55454-1015.

Please reference job number 6PH 26.

The University of Minnesota is an equal opportunity educator and employer.

Archives: University of Mississippi Medical Center seeks a full-time, non-tenured professor to teach African American Studies courses and supervise student teachers. Requirements: Ph.D. in African American Studies; 3-5 years of teaching experience; excellent communication skills. Salary commensurate with experience. Letter of interest and resume to: African American Studies Program, 114 West 1st Street, Chicago, Illinois 60606.



Sunny Southwest

YAVAPAI COLLEGE

Arizona

COMMUNITY COLLEGE INSTRUCTORS

Positions contingent on final approval of 92/93 budget.

PRESCOTT CAMPUS—

Located at Prescott, a city of 28,000 at the edge of the Prescott National Forest, 100 miles northwest of Phoenix at an elevation of 5,300 feet.

ART: M.F.A., or M.A. with major in painting. Previous experience teaching in the field of art at a post-secondary institution. Evidence of excellent teaching ability. Desirable: academic/teaching in at least one additional area of art such as art history or printmaking. Closing date May 27.

ENGLISH: Master's in English, Rhetoric, English Ed., three years' experience or reasonable equivalent teaching composition, English, developmental English; knowledge of current theory. Desirable: excellent teaching at community college level, experience in transfer/developmental studies; coursework or experience teaching reading. Closing date May 15.

GEOGRAPHY/SOCIAL SCIENCE: Master's with major in Geography; evidence of excellent teaching ability and community college experience. Desirable: strong academic/teaching background in at least one additional social science, e.g.: psychology, history, anthropology, sociology. Closing date May 15.

VERDE CAMPUS—

Located in Clarkdale in the scenic Verde Valley, 100 miles north of Phoenix at an average elevation of 3,500 feet. Other Verde Valley communities include Cottonwood, Jerome, Camp Verde, Sedona.

BIOLOGY: Master's in Biology. Botany emphasis; able to teach Botany, Zoology, Basic Biological Concepts. Desirable: two years' community college teaching experience. Closing date May 15.

ENGLISH: Master's in English, two years' experience teaching English composition at secondary or post-secondary level. Desirable: two years' experience at community college in addition to above; demonstrated interest in application of new instruction methods and use of technology in classroom. Closing date May 15.

MATH: Master's in Mathematics, two years' teaching math at secondary or post-secondary level. Desirable: two years' experience teaching in a community college in addition to above; demonstrated interest in application of new instruction methods and use of technology in classroom. Closing date May 15.

Salary: Starting \$22,000 to \$32,000 consistent with academic preparation and experience. Six years and master's would be \$28,000. Informational interviews may be required to teach on our inter-active audio or video network.

Application Process: All materials must reach us by closing date listed in ad. Send letter of application, resume, unofficial transcripts, 3 written professional recommendations, to: Mr. Larry Humphrey, Personnel Officer, Yavapai College, 100 E. Sheldon, Prescott, Arizona 86301; phone (602) 776-2118, Fax (602) 776-2133. Please include position title in all correspondence. EOE.

Full-Time Nursing Faculty Positions

For Academic Year 1992-93

(Contingent Upon Funding)

Northeastern University College of Nursing seeks tenure-track and full-time temporary faculty. Appointment effective September, 1992. Requirements: Master's degree in Nursing and earned Doctorate, or MS in Nursing with a doctoral degree in progress. Teaching experience in practice preferred. Teaching in the generic and RN baccalaureate programs as well as the Master's program. Rank and salary dependent upon qualifications. Must be eligible for state licensure.

Applications accepted until positions are filled. Telephone inquiries not possible. Send a curriculum vitae to Dean Ellen Zangola, Northeastern University College of Nursing, 102 Robinson Hall, Boston, MA 02116. Northeastern is an Equal Opportunity/Affirmative Action, Title IX University.

Northeastern University

Unit Four, Manager of Personnel, Human Resources, 151 Oxford Road, New Haven, Connecticut 06511. Send letter of application and resume to: Human Resources, 151 Oxford Road, New Haven, Connecticut 06511. Review of applications will begin May 1, 1992, and will continue until the position is filled. Minorities and women are encouraged to apply. The University of Minnesota is an equal opportunity educator and employer.

Art History: University of Minnesota seeks a full-time, non-tenured professor to teach African American Studies courses and supervise student teachers. Requirements: Ph.D. in African American Studies; 3-5 years of teaching experience; excellent communication skills. Salary commensurate with experience. Letter of interest and resume to: African American Studies Program, 114 West 1st Street, Chicago, Illinois 60606.

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The University of Maryland School of Nursing at Baltimore

is seeking two dynamic and energetic leaders for the positions of:

Chair of the Department of Education/Administration/Health Policy and

Chair of the Department of Maternal/Child Nursing

The School, one of the largest in the nation, is ranked sixth among public supported schools of nursing and is committed to furthering research and scholarship in health care. Located in downtown Baltimore, the School enjoys interdisciplinary relationships with five other professional schools of the University of Maryland, including Schools of Medicine, Dentistry, Social Work, Pharmacy, and Law. Also located on the campus are the Health Sciences Library (one of eight designated regional medical libraries in the country), and the University of Maryland Medical System, which includes a 747 bed tertiary care facility, a regional Neonatal Center, the world renowned Shock Trauma Center, and a 324 bed V.A. hospital under construction. The campus is recognized as a national leader in health sciences research, with \$88,500,000 in grant support in 1991.

QUALIFICATIONS: Qualified applicants must hold an earned Doctorate in nursing or a related field, a Master's degree in nursing, and be eligible or currently licensed to practice nursing in Maryland. Significant scholarly productivity, including a proven track record in funded research, and demonstrated teaching excellence sufficient to merit an appointment as associate or full professor are required. Prior teaching and administrative experience in both baccalaureate and graduate nursing programs is desirable.

RESPONSIBILITIES: Department Chairs are expected to provide leadership for faculty recruitment and development, program planning and

administration, and fostering research initiatives and innovations in graduate and undergraduate education. Salary is competitive and commensurate with professional background and experience.

The Department of Education/Administration/Health Policy is composed of specialty programs in nursing administration, education, health policy and nursing informatics.

The Department of Maternal/Child Nursing includes programs in perinatal/neonatal nursing and pediatrics, including pediatric trauma, as well as the pediatric and OB/GYN primary care nurse practitioner programs.

INSTRUCTIONS FOR CANDIDATES: For best consideration, candidates should apply by May 30, 1992. The University of Maryland is an Equal Opportunity/Affirmative Action Employer. Minority applicants are encouraged to apply. Candidates should submit a letter of interest, curriculum vitae, and names of three professional references to:

Ann Mech, JO, RN
Search Committee
School of Nursing, University of Maryland
655 W. Lombard Street, Baltimore, MD 21201
Tel: 410-328-7648 Fax: 410-328-4231

Medcenter One College of Nursing

FACULTY

Energetic and committed nursing faculty to teach in our research-based curriculum which is grounded in the nursing model and leads to the BSN degree are research-based practice. Nursing science and practice courses focus on constructs pertinent to professional nursing (Therapeutic Human Environment, Human Phenomena, Human Crisis, and Lifestyle Health Problems). Earned Doctorate preferred, Master's required. Backgrounds in specialty areas of Psychiatric/Mental Health Nursing and Medical-Surgical Nursing preferred, all specialties considered. Prefer experience in higher education leading to a professional degree in nursing. Full- and part-time positions available. Salary negotiable. Attractive benefits package. Community environment conducive to family living. Interested applicants please contact:

Chair of the Faculty Search Committee
Medcenter One College of Nursing
612 North 7th Street
Bismarck, ND 58501
(701) 224-8734

medcenter one.

Equal Opportunity Employer

PROFESSOR OF OFFICE AUTOMATION & COMPUTER INFORMATION SYSTEMS (Signal Peak Campus): Essential: Bachelor's degree in Business from a regionally accredited institution plus 2 years' teaching automated business office systems; knowledge of microcomputers and ability to teach office automation and computer information systems and certify students in Office Services/Education or Business Education through the Arizona Community College Board. Salary Placement on faculty salary schedule dependent on qualifications and experience. APPLICATION DEADLINE: May 14, 1992. Starting Date: August, 1992.

To apply for position, send letter of interest, resume, list of three professional references, copies of official transcripts and copy of AZ Community College Certificate (if available) to: Office of Human Resources, Central Arizona College, 8470 N. Overfield Road, Coolidge, AZ 85228. Candidates are responsible for any expenses incurred for interview.

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Assistant, Associate, or Full Professor/

Cancer Epidemiologist

UNIVERSITY OF MINNESOTA

The Division of Epidemiology, School of Public Health, University of Minnesota, seeks a full-time tenure-track Assistant, Associate, or Full Professor for an academic position of teaching and research in its cancer epidemiology program.

Specific requirements for the position are: 1) Ph.D. in epidemiology, or 2) an M.D. with MPH in epidemiology, or 3) other professional doctorate with an MPH in epidemiology, and 4) an established interest in cancer epidemiology. The primary criteria for appointment are a relevant publication record in peer-reviewed journals, and evidence through student evaluations of successful teaching. Primary research responsibilities of this position will be to act as a faculty research member of the newly-established Cancer Prevention Research Unit (CPRU), working closely in its development with the Principal Investigator, Dr. John Potter, to facilitate the conduct of existing projects and to lead the development of new projects. Primary teaching duties will include teaching in two courses: PubH 5387 (Cancer Epidemiology) and PubH 8399 (Cancer Biology), as well as advising MPH, Ph.D., and post-doctoral students in epidemiology. Other duties include assisting in the administration of the post-doctoral cancer epidemiology training program.

The position is available on or about July 1, 1992. Interested applicants should submit a curriculum vitae, publications list, and a list of at least three references by June 1, 1992, to Dr. John Potter, c/o Kathy Russell, Division of Epidemiology, School of Public Health, University of Minnesota, 1300 South Second Street, Suite 300, Minneapolis, MN 55454-1015.

Please reference job number SPH 35.

The University of Minnesota is an Equal Opportunity Employer and Employer.

Virginia 22007: Charles date is May 15, 1992. Screening will begin May 21, 1992. Proposed salaries date is August 1, 1992. JMU is an Affirmative Action, Equal Opportunity Employer.

Biological Sciences: Southeastern Louisiana University invites applications for a tenure-track Assistant Professor-level position in Molecular Biology. Postdoctoral experience in molecular biology, biochemistry, and cell biology is required. Candidates will be expected to maintain an active research program. Course offerings will be in general biology, molecular biology, and graduate courses of specialty. Application deadline: May 14, 1992. Starting Date: August, 1992.

ITHACA COLLEGE

MANAGEMENT DEPARTMENT CHAIR

School of Business

Applications and inquiries are invited for the position of Chairperson, Department of Management. This challenging position requires dynamic leadership as the School of Business enters the final phase of preparation for AACSB accreditation. Qualifications include:

- Ph.D. or DBA appropriate to teach in one of the following Management Department disciplines: Business Policy/Strategy, Human Resource Management, Organizational Behavior, Production/Operations Management, or Management Information Systems.
- Substantial full-time faculty experience in an AACSB-accredited program.
- A demonstrated record of both sustained teaching excellence and ongoing scholarly research and publication sufficient to warrant appointment as a senior associate or full professor.
- Experience in an administrative or academic leadership capacity.
- Familiarity with the AACSB accreditation process preferred.

The School of Business has 38 faculty positions and enrolls approximately 1,000 students in six major fields of study. Classes are small—usually fewer than 15 students. The Management Department offers degree programs in General Management and Human Resource Management and currently has 11 full-time faculty.

With an enrollment of approximately 6,400 students, Ithaca College is the largest private residential college in New York State. It is a liberal arts, non-sectarian, and a nationally recognized selective comprehensive college which emphasizes excellence in teaching. Located in the center of the scenic Finger Lakes region, the campus occupies 675 acres in modern facilities overlooking Cayuga Lake and the City of Ithaca.

Salary is competitive and commensurate with professional background and experience. Review of applications will begin immediately and continue until the position is filled. Candidates should submit a letter of application, curriculum vitae, and the names, addresses, and telephone numbers of at least three professional references to:

Management Chair Search Committee
School of Business
Ithaca College
Ithaca, NY 14850

Ithaca College is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

CLEMSON UNIVERSITY

College of Nursing

Department of Nursing Science

Faculty, nine-month, tenure-track positions available August 1992 or January 1993. Minimum qualifications are doctorate in nursing (preferred) or adult nursing, graduate specialization in community health, parent-child or adult nursing, and professional credentials and experience appropriate for appointment at rank of Assistant or Associate Professor.

Assistant Department Head and Director, Graduate Nursing Program, Twelve-month, tenure-track position available July 1, 1992. Reports to Head, Department of Nursing Science. Responsibilities include academic leadership for graduate programs and approximately 25 percent teaching. Successful candidate must have qualifications for appointment at Associate Professor rank including doctorate, research program, record of scholarship productivity, and undergraduate and graduate teaching experience.

Review of applications will begin immediately and continue until positions are filled. Send letter of application, curriculum vitae, and names, addresses and telephone numbers of three references to the Faculty Search Committee, College of Nursing, Clemson University, Clemson, SC 29634-1705; (803) 656-1093.

CLEMSON UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

Biological Sciences The Department of Biology of Southern Connecticut State University invites applications for a full-time tenure-track faculty position. Applicants must have a doctorate in animal physiology, university teaching experience preferred. This candidate would be expected to teach undergraduate animal physiology courses and graduate courses in human physiology, endocrinology and related methods. A letter of introduction describing one's current interests, curriculum vitae, and three letters of recommendation should be sent to: Vernon A. Nelson, Department of Biology, Southern Connecticut State University, 501 Crescent Street, New Haven, Connecticut 06515. Southern Connecticut State University is an Affirmative Action, Equal Opportunity Employer. Positions dependent upon funding.

Business Bluefield State College is seeking two full-time tenure-track positions (nine-month positions) to teach at its main campus. The teaching load is 12 to 15 lecture hours per semester. The candidates should be qualified to teach in at least two of the following areas: Accounting, Business Law, Economics, Marketing, or Management. A Master's Degree in Business or related area and a minimum of two years' full-time teaching experience on the college level are required for an appointment at the rank of Assistant Professor. An appropriate area is preferred. Appointment will be effective August 1, 1992. Closing date for accepting applications will be May 8, 1992. Bluefield State College is an Affirmative Action, Equal Opportunity Employer.

Business Administration/Accounting Tenure-track position starting August 1992. In business administration, master's and M.B.A. degrees required. Experience in business administration and accounting. Salary is commensurate with experience. Review of applications will begin immediately and continue until position is filled. Send letter of application, résumé, and references to: William G. O'Connell, School of Business and Administration, Bluefield State College, 201 West Main Street, Bluefield, West Virginia 26051-0001. (304) 338-3333, FAX 338-3333.

Career Services Career Counselor, Serve as coordinator of college internship program, career assessment, and placement services. Primary responsibilities include: career assessment, placement, and placement services. M.S. in career counseling, master's degree required. Send résumé and references to: Career Services, Maryland Institute College of Art, 1300 Mt. Royal Avenue, Baltimore, Maryland 21217. Deadline: May 15 or until position is filled. AEO/DFW.

WINTHROP COLLEGE

SCHOOL OF EDUCATION

Three tenure-track, entry-level (Assistant Professor) faculty are sought in the following areas:

- Educational Psychology
- Reading
- Early Childhood Education

Faculty are expected to teach undergraduate and graduate courses, advise students, and engage in scholarly and service activities. A doctorate in the appropriate field and K-12 teaching experience are required. Related education and/or experience in educational research, multicultural education or middle grades is preferred.

Applicants should send a letter of application, current vitae, and a list of at least three references to: Dr. Jack Coffland, Division of Curriculum and Instruction, School of Education, Winthrop College, Rock Hill, SC 29733. Complete position descriptions are available upon request. To ensure full consideration, applications should be postmarked by May 18, 1992.

Winthrop College is a 100-year-old public, coeducational institution with 5,300 undergraduate and graduate students enrolled in the College of Arts and Sciences and three professional schools of Education, Business Administration, and Visual and Performing Arts. Degrees are conferred at the bachelor's, master's and specialist levels. The College will become a University in July, 1993.

The School of Education is NCATE accredited, a member of Goodlad's education renewal network and the Renaissance Group. The School enrolls 1,200 students in twenty programs and employs over fifty full-time faculty.

Located in Rock Hill, South Carolina, a community of 45,000 in the geographic center of the Carolinas, Winthrop shares the advantages of being located only twenty miles from Charlotte, North Carolina. The College enjoys an excellent relationship with the progressive Rock Hill community. The area affords residents ample cultural and recreational opportunities.

Winthrop College is an Equal Opportunity, Affirmative Action Employer.

BUCKS COUNTY COMMUNITY COLLEGE

FACULTY POSITIONS

BCCC is located in Newtown, PA, near Philadelphia. BCCC is a comprehensive institution with a \$30 million budget, serving 12,000 students and offering career and transfer programs. The College is fully accredited, supported by the state and sponsored by the county.

Applications are invited for the following faculty positions. Positions are available August, 1992.

Mathematics Tenure track, must be able to teach full spectrum of courses from introductory survey courses to differential equations. Minimum Requirements: Master's Degree in Math; college teaching experience, preferably in community college. Position D-446.

Nursing Tenure track, must be able to teach in all areas. NLN accredited. Minimum Requirements: Master's Degree in Nursing, RN, PA license, recent clinical experience, teaching experience in Associate Degree Program. Position D-445.

Send letter of application, curriculum vitae, and names of three references to: Director of Human Resources, Bucks County Community College, Swamp Road, Newtown, PA 18940. Application deadline: May 15, 1992. EEO/AA EMPLOYER.

BUCKS

The Community's College

Assistant Professor/Cardiovascular Epidemiologist

UNIVERSITY OF MINNESOTA

The Division of Epidemiology, School of Public Health, University of Minnesota, seeks a full-time tenure-track Assistant Professor for an academic position of teaching and research in its cardiovascular disease epidemiology studies. Specific requirements for the position are: 1) an M.D. with training in Epidemiology, 2) at least three years' postdoctoral research experience, and 3) expert appointment will be experience in cardiovascular disease epidemiology. Primary criteria for administration, a relevant publication record in peer-reviewed journals, and evidence of successful teaching.

Primary research responsibilities of this position will be to serve as project director on major NIH-funded projects involving cardiovascular disease surveillance and intervention; medical expertise is required for the analysis and interpretation of these projects. Primary teaching duties will include directing of Epidemiology Survey Methods and/or Public Health 5396 (Epidemiology of Cardiovascular Disease), as well as advising MPH, Ph.D., and post-doctoral students in epidemiology.

The position is available on or about August 1, 1992. Interested applicants should submit a curriculum vitae, publications list, and a list of at least three references by July 1, 1992, to: Dr. Michael S. Sorlie, c/o Kathy Ramel, Division of Epidemiology, School of Public Health, University of Minnesota, 1300 Second Street S.E., 55455, Minneapolis, MN 55454-1015.

Please reference job number SPH 88.

The University of Minnesota is an equal opportunity educator and employer.

THE OKLAHOMA SCHOOL OF SCIENCE AND MATHEMATICS

POSITIONS AVAILABLE

Chemistry Instructor
Computer Science Instructor
Mathematics Instructor
Physics Instructor

The Oklahoma School of Science and Mathematics (OSSM) is a two-year residential school for juniors and seniors from throughout Oklahoma who are exceptionally talented in science and mathematics. OSSM seeks applicants for new faculty positions due to rapid increase in student enrollment.

Chemistry Instructor: Preference given to applicants with strong background in physical chemistry or in organic chemistry.

Computer Science Instructor: Preference given to applicants who are engineering background with experience in digital logic, computer architecture, or practical experience in computer languages. Help will be a strong theoretical background in numerical methods.

Mathematics Instructor: Preference given to applicants who are strong in linear algebra although individual may also teach calculus, and calculus.

Physics Instructor: Preference given to applicants with experience in undergraduate physics teaching, particularly laboratory instruction. Subjects such as General Physics, Mechanics, Electricity and Optics, and Thermal Physics.

General Characteristics and Qualifications

1. A distinguished record of professional success.
2. An understanding of and experience with the unique nature of a residential learning environment for adolescents.
3. Excellent interpersonal skills as exemplified in working with faculty, staff, parents, and students.
4. An understanding of, and experience with, mathematics and science education for exceptionally gifted students.
5. Strong academic credentials with a minimum of a master's degree. Ph.D. is preferred.

Salary
Competitive and commensurate with credentials.

Application Procedure
Send letter of interest, résumé, and the names, addresses, and telephone numbers of four references to:
Edna McDuffie Manning, Ed.D., President
Oklahoma School of Science and Mathematics
1141 North Lincoln Boulevard
Oklahoma City, Oklahoma 73104
405/251-4436

An Equal Opportunity Employer

UNIVERSITY OF MISSOURI-COLUMBIA

COLLEGE OF EDUCATION

Department of Practical Arts and Vocational-Technical Education

Assistant Professor - Marketing Education

The MU College of Education invites applications and nominations for a tenured assistant professor with qualifications in teaching and research in marketing education and vocational-technical education. The candidate should have a Ph.D. in marketing education or a related field, and should have experience in teaching marketing education at the secondary, postsecondary, and adult level.

Appointment: Tenure-track appointment to commence September 1, 1992.

Duties: Teaching and advising undergraduate and graduate students in marketing education and vocational-technical education; conducting research and publishing; providing consulting services and service education to high school and community college personnel; supervising student teachers and students enrolled in coed internships; assisting with all phases of the preservice and inservice training education program.

Salary: Commensurate with experience.

Applicants should submit a letter of application; a record of previous educational and professional experience; and three letters of reference; and have placement papers forwarded from college or university after their graduate education was completed. Send to:

Dr. Sheila Ruhlman, Chair, Search Committee
Department of Practical Arts and Vocational-Technical Education
University of Missouri-Columbia
207 London Hall, Columbia, MO 65211
314/242-2619

Closing Date: Review of applications will begin May 22, 1992, and continue until position is filled.

The University of Missouri-Columbia is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Chemistry Research Chemist/Analyst. For laboratory research in polymer and physical chemistry. Requires M.S. or Ph.D. in Chemistry. Send letter of application, curriculum vitae, and three references to: Dr. Michael S. Sorlie, c/o Kathy Ramel, Division of Epidemiology, School of Public Health, University of Minnesota, 1300 Second Street S.E., 55455, Minneapolis, MN 55454-1015.

Chemistry Research Chemist/Analyst. For laboratory research in polymer and physical chemistry. Requires M.S. or Ph.D. in Chemistry. Send letter of application, curriculum vitae, and three references to: Dr. Michael S. Sorlie, c/o Kathy Ramel, Division of Epidemiology, School of Public Health, University of Minnesota, 1300 Second Street S.E., 55455, Minneapolis, MN 55454-1015.

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Berklee College of Music

The Ear Training Department within the Performance Division is now accepting applications for the position of Chairperson. This is a 12-month position.

Berklee College of Music is one of the world's leading educational institutions in the field of contemporary music. The Ear Training Department provides classroom instruction for over 1500 students per semester in courses that encompass four required semesters and one-to-one two-semester electives. The function of these programs is to provide all students with the means to gain the basic elements of music literacy which are essential for all musical endeavors offered at Berklee, including performance, composition, arranging, teaching, and recording/production.

The Chairperson assists in coordinating the scheduling of 35 teachers, annually evaluates all teachers, directs placement testing for entering students, counsels students, oversees departmental faculty facilities, initiates programs for faculty development, oversees the department budget, chairs all department meetings, and assists in the production of Ear Training Department concerts and clinics by visiting professionals. Additionally, the Chairperson teaches departmental offerings and develops long-range goals for the department. She oversees research in course development and ear training-related technology, and further makes decisions and assists in the incorporation of new programs or technology-enhanced pedagogy. In managing the department, the Chairperson must interact with other educational departments of the college, Office of Admissions, Registrar's Office, and the Deans of Faculty and Curriculum.

Requirements for the position include a master's degree or equivalent professional experience with an extensive background as a college educator. Experience in college administration, with particular emphasis on faculty management, is required. Applicants must have a thorough understanding of ear training methods and be active and respected musicians. Salary commensurate with qualifications and experience.

Berklee College of Music is a private four-year institution with a educational mission of practical career preparation in the various styles of today's professional music world. The 300 or more internationally respected faculty work with 2600 students from 75 countries and the U.S.

Please send resume, two letters of recommendation, and a cassette tape of recent performances with your letter of application by the deadline date of June 15, 1992. Women and minorities are encouraged to apply. Incomplete applications will not be considered.

Send all required materials to:
Ear Training Chair Search Committee
c/o Office of the Division Chair,
Professional Performance
Berklee College of Music
1140 Boylston Street
Boston, MA 02215
An Equal Opportunity Employer

The Clement Muehl Chair in Communication Arts

Yale Divinity School is filling a junior position in communication arts to train students in public speaking and preaching, to explore media and the arts as opportunities to communicate the gospel, and to assess theologically the broader dimensions of contemporary communication. The appointee will work closely with faculty in preaching, religion and the arts, liturgy, and chapel ministry.

Candidates are expected to have theological training, demonstrated academic accomplishment, and an advanced degree in the area of speech and communication.

Yale is an Affirmative Action, Equal Opportunity Employer.

Deadline for applications is September 1, 1992. Appointment is effective July 1, 1993.

Inquiries should be sent to: Thomas G. O'Leary, Dean, Yale Divinity School, 409 Prospect Street, New Haven, CT 06511

Communications The University of Denver's Department of Mass Communications invites applications for a temporary position to teach mass communication theory, research, and practice. The position is for a one-year teaching appointment. The job requires teaching experience in Organization Behavior and Organization Theory. The salary is competitive. The teaching load is the normal faculty load here at Carnegie-Mellon University. Opportunities for research in the Graduate School and the University are available. Carnegie-Mellon is an equal opportunity/affirmative action employer with particular interest in identifying women and minority applicants for faculty positions.

Please forward your vitae, 2 papers, and letters of reference to:

Mark Fishman
Graduate School of Industrial Administration
Carnegie-Mellon University
Pittsburgh, PA 15213-5890
Phone: 412-226-2690
Fax: 412-226-5857
e-mail: mff4@andrew.cmu.edu

Computer Science Systems Analyst/Applications Programmer. Full-time, twelve-month position requiring a minimum of Bachelor's degree in Computer Science or Management Information Systems. Requires a minimum of three years of relevant professional experience. Master's Degree in Computer Science or Management Information Systems plus one year of relevant professional experience is preferred. Requires a minimum of three years of relevant professional experience in the area of systems analysis, programming, and database management. The position involves a multi-campus district with four colleges and a central campus located in rural southeastern Illinois. Send letter of application, curriculum vitae, and three references to: Margaret O'Leary, Director of Personnel, O'Leary, 1000 S. Main Street, Springfield, IL 62761. Application deadline: June 15, 1992. An Equal Opportunity Employer.

Y-SU

YOUNGSTOWN STATE UNIVERSITY

Youngstown State University invites nominations and applications for nine-month faculty positions in the Schools/Colleges listed below. Filling of these positions is contingent upon availability of funds. YSU is a state-assisted urban institution located in northern Ohio and is an excellent environment for cultural and educational resources of a large metropolitan area. It has an enrollment of approximately 15,000, and wide variety of academic programs. Its 400 full-time faculty, including department chairs, services seven colleges and schools.

Unless noted otherwise, the following positions are available Fall Quarter 1992 (September 15):

COLLEGE OF ARTS AND SCIENCES

Health and Physical Education. Instructor or Assistant Professor. Master's in Exercise Science or related field, college teaching experience and ACSM Health/Fitness Instructor certification. Preference to candidates with Ph.D. and proven expertise in one or more of the following: Athletic Training, Techniques of Coaching, Track and Field, Golf, Archery and/or Fencing.
Apply by May 18, 1992 to: Dr. Barbara L. Wright, Chair.

Philosophy and Religious Studies. Assistant Professor. Areas of competence may include: Philosophy of Religion and Ethics, New Testament, World Religions, History of Christian Thought, and Religion and Society. Doctorate in religion or theology, area of specialization open, but within listed areas of competence, strong teaching record and publication potential preferred.
Apply by June 1, 1992 to: Dr. Thomas A. Shupka, Chair.

Political Science. Instructor or Assistant Professor. Duties include teaching introductory American Government and upper-level undergraduate courses in Constitutional Law, the American Executive, and Legislative and Judicial Process. Ph.D. or teaching degree completion.
Apply by June 1, 1992 to: Dr. William C. Binning, Chair.

Foundations of Education. Assistant Professor. Duties include teaching undergraduate and graduate courses in general foundations of education with major responsibility for graduate level course in History of Education and undergraduate courses in School and Society and Introduction to Education. Social Foundations and/or policy studies background with higher education experience desired; record of scholarly publications; three years' satisfactory elementary or secondary teaching experience or comparable experience in approved setting.
Apply by May 18, 1992 to: Dr. Peter A. Baldino, Chair.

Secondary Education. Assistant Professor. Duties include teaching undergraduate methods courses and supervising field and clinical experiences, teaching graduate courses in curriculum theory and development, supervision, instruction or curriculum. Doctorate with specialty in Secondary Education, three years' teaching experience with teaching graduate and undergraduate students; strong commitment to field-based/clinical experience with demonstrated interest in research; collaborative and/or regular education experience desirable; expertise in ECSE, G/T and technology desirable.
Apply by May 18, 1992 to: Dr. Jack D. Dunsing, Chair.

COLLEGE OF FINE AND PERFORMING ARTS

Music. Three positions: Instructor or Assistant Professor. All positions require Master's degree, doctorate preferred. For one position, duties include teaching studio voice and direct productions of the University Opera. Requires documented evidence of successful teaching at college level and outstanding vocal performance, plus significant experience in all aspects of opera performance and production. For second position, duties include teaching graduate and undergraduate students in music theory and electronic music. Requires multi-calculated, imaginative individual with strengths in some of the following areas: ethnomusicology, jazz studies or instrumental music education. For third position, duties include teaching studio bassoon and performing with Dana Woodwind Quintet. Requires documented evidence of successful studio teaching at college level, outstanding performance qualities, and demonstrated ability to teach and mentor students; preference to candidates with strong backgrounds in music education and public school teaching experience.
Apply by May 18, 1992 to: Joseph Edwards, Director, Dana School of Music.

Speech Communication and Theatre. Instructor or Assistant Professor. Duties include teaching variety of telecommunications courses: basic scriptwriting, performance and production, advanced courses in theory/research, new communication technologies and public/private policy and supervising instructional facilities (studio visual studios), ETP units, PC-networked video systems. Ph.D. in mass communication preferred (may consider Master's); minimum of three years college teaching and/or professional media experience; should have record of or show promise of scholarly presentation and publication.
Apply by May 18, 1992 to: Dr. Alfred W. Owens, Chair.

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

Business Education and Technology. Instructor or Assistant Professor. Duties include teaching variety of business courses. Requires Bachelor's and Master's degrees in business, at least one degree in office education, or experience and education in court reporting. Doctorate preferred.
Apply by May 18, 1992 to: Dr. Violet F. Boggess, Chair.

Criminal Justice. Available January 1, 1993. Assistant Professor. Duties include teaching graduate and undergraduate courses. Ph.D. in Corrections or related discipline; ability to do independent research; supervise graduate thesis and work with local corrections agencies to supervise internship program.
Apply by May 18, 1992 to: Dr. A. Bari Latief, Chair.

Sociology, Anthropology and Social Work. Assistant Professor. Ph.D. in very near future will be considered; preferred areas of concentration: complex organization, gerontology, minority groups, political and urban sociology, with an interest in applied sociology.
Apply by June 1, 1992 to: Beverly Garland, Chair.

COLLEGE OF EDUCATION

Counseling. Assistant Professor. Duties include teaching Master's level courses in CACREP-accredited school counseling and community counseling programs, advisement and supervision of counseling practice and internships and participation in ongoing departmental planning and development. Doctorate in Counseling and licensed or license-eligible as Ohio Professional Clinical Counselor or Psychologist; successful experience in Clinical Counseling; graduate level teaching and demonstrated scholarship; strengths in research and evaluation and/or multi-cultural counseling preferred.
Apply by May 18, 1992 to: Chair, Search Committee.

Elementary Education and Reading. Two positions (one temporary). Assistant Professor. Duties include teaching campus and field-based undergraduate and graduate courses in elementary/middle childhood education, advising graduate students and developing curricula. Doctorate preferred; three years' elementary/middle school teaching experience required; strong potential in research and scholarship; commitment to preservice teacher education; university/college teaching experience desirable. For one position, emphasis in Social Studies Education; applicants with background in Middle Childhood Education especially encouraged to apply. For the other position, emphasis in curriculum and instruction; applicants with background in Science especially encouraged to apply.
Apply by May 18, 1992 to: Dr. Janet L. Beary, Chair.

Salaries are competitive. Applicants should send (1) a letter of interest, (2) a current résumé, (3) an official transcript, and (4) the names, addresses and telephone numbers of three references to:

Youngstown State University
410 Wick Avenue
Youngstown, OH 44555

YSU IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER.

ULSTER COUNTY COMMUNITY COLLEGE

Ulster County Community College, a public two-year college located in the scenic mid-Hudson Valley, is accepting applications for anticipated administrative and entry-level tenure-track faculty positions. Faculty members are required to actively supervise labs, act as academic advisors, and serve on faculty committees.

Coordinator of Job Development—beginning September 1992 to develop and administer an effective program of job development and placement for students and community members. Bachelor's degree required, master's degree plus three years' experience with trainees in education and/or vocational programs, knowledge and experience in use of vocational assessment instruments, and computer experience preferred.

Coordinator of PACE Program—beginning June/July 1992 to implement and administer PACE program by working with College and local Social Services department in assisting qualified students to successfully complete college programs. Master's degree in Social Work, Higher Education Administration, Education, Counseling or related field; experience with supervision, working with disadvantaged, and working in a college setting required.

Instructor of Business—beginning fall 1992 semester to teach accounting, microcomputer applications, and other related business courses. Master's degree in business and related field and practical experience in accounting and microcomputer applications are required. Teaching experience and CPA credentials preferred.

Instructor of Biology—beginning 1993 semester to teach anatomy, physiology and general biology. Master's degree in biology required. Teaching experience preferred.

Salary range mid to upper \$20,000's depending on education and experience. Excellent benefits package. For best consideration, send resume with cover letter to Personnel Services, Veterans Hill, Ulster County Community College, Stone Ridge, New York 12484 by May 15, 1992. Open until filled. Members of underrepresented groups are encouraged to apply. AA/EEOE.

QUALITY UNDERGRADUATE TEACHING

Liberal Arts College

If you want to teach, there's a college that wants you to teach first generation college students, Pikeville College! Terminal degrees and experience preferred. Anticipated openings for the 1992-93 academic year include:

- Computer Science
- Developmental Reading and English
- Elementary Education
- Librarian/Reference
- Mathematics
- Physics with graduate minor in Mathematics

Send resume, transcripts, and letters of recommendation to:

Dean of the College
Pikeville College
Pikeville, Kentucky 41501
(606) 437-3464, EOE

COME JOIN US ON THE MOUNTAIN TOP

Suffolk Community College

Suffolk Community College, a multi-campus institution on eastern Long Island, anticipates the following positions for fall 1992:

Biology/Oceanography Faculty. Master's in biology or marine biology, graduate work in oceanography req'd. Background in human biology, recent college teaching exp. preferred.

Chemical Dependency Counselor. Master's in health-related area, certification as Chemical Dependency Counselor (C.A.C.). 3-5 yrs. clinical exp. req'd. College teaching preferred.

Assistant Dean of Instruction (Science). Teaching, administrative exp., minimum of master's in natural/environmental science req'd. Candidates will be chosen on ability to supervise, evaluate faculty; expand environmental science programs; work w/ coop ed./internship programs; implement, coordinate these programs w/ local community.

Assistant Dean for Applied Science/Technology. Responsible for administering health sciences, business, technology programs. Strength in new program development, faculty supervision, computer systems & applications essential. Minimum qualifications: master's in health, business, or technology discipline preferred; doctoral preferred; college teaching & prof. exp. in one of identified disciplines.

Applications will be reviewed until positions are filled. Apply to Affirmative Action Officer, Suffolk Community College, 533 College Rd., Selden, N.Y. 11784. An AA/EEO employer.

Education School of Education, University of Missouri-Kansas City, Clinical Assistant Professor and Field Experience Coordinator. The School of Education seeks a person for the full-time, non-tenure track position. Clinical Assistant Professor and Field Experience Coordinator. Major responsibilities include: supervising and evaluating student teachers; coordinating field experience and student teacher placement in an intensive field-based teacher preparation program; working effectively with administrators and practicing teachers in partnership with the school district; and supervising and evaluating student teachers in the field. The University of Missouri-Kansas City is an affirmative action institution. Minorities and women are encouraged to apply. Applications will be reviewed until positions are filled. Apply to Affirmative Action Officer, University of Missouri-Kansas City, 533 College Rd., Selden, N.Y. 11784. An AA/EEO employer.

Georgia Institute of Technology in Atlanta, Georgia

announces a position available AY 1992-93

Director, Division of Fine Arts

The Director of the Division of Fine Arts will be administrative and academic head of the new Division of Fine Arts, charged with developing a comprehensive plan for promoting the arts on campus and coordinating educational programs in the arts. The Director will develop funding for new and existing programs and assist with their growth and development. Primary qualifications for this tenure track position include an extensive background in arts education and demonstrated leadership in arts advocacy. Experience in school administration also helpful. Doctorate, near doctorate, or equivalent professional experience required. Salary commensurate with experience.

The Georgia Institute of Technology, in the heart of Atlanta with 12,000 graduate and undergraduate students, is one of the premier public technological universities in the world. Georgia Tech has strong ties with the 1996 Centennial Olympic Games and will be the site of the Olympic Village. A 1,200-seat Theatre for the Arts has just opened on campus.

Application review will begin immediately and continue until position is filled. Send letter of application stating qualifications with current vita and supporting materials by July 1, 1992, to Professor Buckly Johnson, Chair, Search Committee, Georgia Institute of Technology, Mail Department, Atlanta, GA 30332-0458, Phone 404/894-3193, Fax 404/858-9582.

Georgia Institute of Technology is a unit of the University System of Georgia and is an Equal Education and Employment Opportunity Institution.

PAINE COLLEGE

Augusta, Georgia

English Tenure-track, nine month position, Ph.D. with demonstrated excellence in teaching. Generalist with specialty in Speech and Writing. Experience in drama highly desirable. Salary will be negotiable depending on qualifications.

Biology Tenure-track, nine month position, Ph.D. with demonstrated excellence in teaching Anatomy and Physiology part I and II, Histology and Embryology and beginning Biology courses. Experience and knowledge of Computer Applications in lab highly desirable.

Library Director: M.S. from an ALA accredited institution; at least 3 years of successful administrative experience in an academic library; demonstrated knowledge and understanding of public and technical services; familiarity with the concepts of collection management; evidence of experience working with automated systems, telecommunications and media programs; ability to work cooperatively with administration, faculty, and staff.

Send letter of application, vita, unofficial graduate transcripts, and three names of references with phone numbers by May 20, 1992 to:

Dr. Alfred Powell, Academic Dean
Paine College
1235 Fifth Street
Augusta, GA 30910

If employed, the applicant will be required to provide proof of identity and employment authorization as required by federal law. Paine College is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap.

University of Guam

The University of Guam solicits applications to establish a list of eligible for the following tenure or non-tenure track, full-time position (three-year appointment):

EXTENSION AGENT II
\$40,498-\$58,982 Per Annum

Minimum Qualifications: Master's degree in Agricultural Marketing or closely related field is required. **Desirable Qualifications:** Undergraduate degree in Agriculture, Horticulture, Agronomy, or related field; experience in Tropical Agriculture; experience in Extension.

Submit current vita, an official transcript direct from the institution awarding the highest degree and unofficial transcripts of other degrees earned, three current confidential letters of reference sent directly from persons who know the applicant's academic and professional performance, and request for official application to: University of Guam, Frank R. Cruz, Chair, Extension Agent II (ANR) Search Committee, c/o Personnel Services Division, UOG Situation, Mangilao, Guam 96923. Application Deadline: July 31, 1992 (postmarked). For more information, call (671) 734-9109/9333 or call Dr. John Rider toll free at 1-800-821-9233.

ABD considered. Classroom teaching experience required. To apply, please send letter of application, resume, transcripts, and three letters of recommendation to: Mr. Frank R. Cruz, Search Committee, State University of New York-Corson, State University of New York-Corson, 1000 University Avenue, Corson, New York 10516. An Affirmative Action Employer. Minorities and women are encouraged to apply.

Education: Monmouth College, Tenure-track assistant professor of education. Duties include teaching education courses as well as undergraduate/graduate students. Supervision of student teachers and student interns. Minimum requirements include a master's degree in education (educator preferred), at least 3 years of teaching experience, and a strong commitment to secondary teaching. The University of Guam is an affirmative action institution. Minorities and women are encouraged to apply. Applications will be reviewed until positions are filled. Apply to Affirmative Action Officer, University of Guam, 533 College Rd., Selden, N.Y. 11784. An AA/EEO employer.

Education: Monmouth College, Tenure-track assistant professor of education. Duties include teaching education courses as well as undergraduate/graduate students. Supervision of student teachers and student interns. Minimum requirements include a master's degree in education (educator preferred), at least 3 years of teaching experience, and a strong commitment to secondary teaching. The University of Guam is an affirmative action institution. Minorities and women are encouraged to apply. Applications will be reviewed until positions are filled. Apply to Affirmative Action Officer, University of Guam, 533 College Rd., Selden, N.Y. 11784. An AA/EEO employer.

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PALOMAR COMMUNITY COLLEGE DISTRICT

WORK WITH THE BEST

Palomar Community College, one of the largest of the California Community Colleges, located in North San Diego County, is accepting applications for the following positions:

Director of the Library/Media Center and Educational Television: Academic administrator responsible to the Vice President for Instruction. The Director provides leadership and direction to the Library/Media Center including the Learning Resources Center, Audiovisual Services, and Computer Aided Instruction and to the Educational Television Program including selection and design of telecourses, and the production, distribution, and use of telecourses. The Director also provides leadership and direction to the Library/Media Center and Educational Television Program. The Director is responsible for the selection and design of telecourses, and the production, distribution, and use of telecourses. The Director is responsible for the selection and design of telecourses, and the production, distribution, and use of telecourses.

English Instructor (3 Positions): Full-time, tenure-track, 10 month positions. Required: Master's degree in English, British or American literature, comparative literature, or rhetoric from an accredited university (No M.Ed. or M.A.T.). The English Department requires applications from ethnic/racial minorities, women and the disabled. Letter of Application, Palomar College Academic Application Form, Resume, and Recommendation and Transcripts required. Salary Range: \$29,369-\$45,472. Deadline: 4:30 p.m., 5/20/92.

Both positions require demonstrated experience in meeting the educational needs of the community, social/economic, cultural and ethnic diversity of the community college. For a complete position announcement and application form call: (619) 744-1150 or 727-7525, extension 2247; FAX (619) 691-4317.

An Equal Opportunity, Affirmative Action Employer

VISITING RESEARCH FELLOW

The JAMES S. McDONNELL FOUNDATION, a private philanthropic organization, is now open to the Fall of 1992 for a Visiting Research Fellow.

DESCRIPTION:

- Assist in the administration of current foundation programs in cognitive neuroscience, cognitive studies for educational practice, molecular medicine in basic research, and international health.
- Administrative duties will include review of proposals, review of program progress, and the annual report, and making site visits to foundation grantees.
- Conduct research on issues related to foundation programs and maintain contact with the relevant research communities and professional organizations at both the local and international levels.

The fellowship appointment is for a period up to two years. Continuation of the appointment is contingent upon the degree of the first year's performance. A renewed fellowship will not lead to permanent employment by the Foundation.

CANDIDATE REQUIREMENTS:

- Candidates should hold a doctoral degree in a scholarly area relevant to neuroscience, and have received the degree within the last four years.
- Candidates should have strong administrative skills, an accomplished academic background, excellent interpersonal skills, superior writing ability, and a strong commitment to scholarship and research in social problems.

COMPENSATION:

- Commensurate with a postdoctoral fellowship or junior faculty appointment.
- Applicants should submit a letter describing their research interests, academic strengths, and the contribution of the fellowship to future career plans, and a proposal outlining a research project that would be undertaken during the fellowship period. Two references are required.
- Applicants should be mailed by June 1, 1992 to:

John J. Rossi, Ph.D., President
James S. McDonnell Foundation
1014 South River Road, Suite 100
St. Louis, Missouri 63117
No phone calls please.

Men's Basketball Head Coach/ Faculty Member

7/3-01-9010

Position: Coaching responsibilities include scheduling, recruiting, and general management of the men's basketball team, assistant coaches, and student assistants. Teaching duties may include: basketball theory, wellness, and other courses within an area of strength. Starting date: August 26, 1992.

Qualifications: Doctorate preferred, master's required. Must be eligible for faculty rank in EPS Department. Teaching experience at NAIA/NCAA basketball coaching level. Head or assistant coach with related experience in college coaching duties; record of successful college level teaching preferred.

Applications: Send letter of application, resume with copies of all transcripts, and three letters of additional references to: Dr. Bill Dickey, Adams State College, Alamosa, CO 81106, (719) 589-7401. Complete applications will be considered May 20, 1992, and continue until the vacancy is filled.

An Affirmative Action/Equal Opportunity Employer
Adams State College is particularly interested in applications from women and minorities.

Adams State College
ALAMOSA, COLORADO 81102

Lower, 3 hours west of Chicago and Milwaukee is the picturesque rolling hills of the upper Midwest. Adams State College is a small liberal arts college with a strong commitment to teaching and scholarship. The college is seeking a Men's Basketball Head Coach/Faculty Member. The position is a full-time, non-tenure track position. The position is a full-time, non-tenure track position. The position is a full-time, non-tenure track position.

Education: Monmouth College, Tenure-track assistant professor of education. Duties include teaching education courses as well as undergraduate/graduate students. Supervision of student teachers and student interns. Minimum requirements include a master's degree in education (educator preferred), at least 3 years of teaching experience, and a strong commitment to secondary teaching. The University of Guam is an affirmative action institution. Minorities and women are encouraged to apply. Applications will be reviewed until positions are filled. Apply to Affirmative Action Officer, University of Guam, 533 College Rd., Selden, N.Y. 11784. An AA/EEO employer.

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RADFORD UNIVERSITY

Director of Academic Computing

Radford University invites applications and nominations for the position of Director of Academic Computing. The Director of Academic Computing will manage a rapidly growing networked distributed computing environment, serving the diverse instructional and professional interests of faculty, students and staff at an institution that emphasizes teaching. The Director will be involved with planning at the university and departmental levels and must have vision and insight to provide leadership in integrating information technology into the learning environment. This hands-on management position reports directly to the Vice President for Academic Affairs.

The current academic computing environment consists of a TCM/II network that connects ten buildings with four more to be added this summer. The network connects several departmental and academic computing Sun servers, Sun and Iris workstations, Macintosh and PC networks and provides general software and staff support to students, laboratories and faculty. Ample modern, conservers, and switching devices give access to on and off campus users. Any faculty, staff or student may have a user on one of the network file servers. This network also interfaces with the university administrative computer system, facilitating communications throughout the university community.

QUALIFICATIONS: The candidate must have knowledge of all aspects of a sophisticated networked multi-vendor distributed computing environment. Demonstrated ability to effectively manage an academic computing organization serving diverse interests represented by professional, technical, and student groups is required. The candidate must possess strong oral and written communications skills and the ability to develop and properly manage budgets.

A master's degree in Computer Science, Information Systems, or a related area and significant experience in managing and planning for academic computing technology resources in a networked distributed computing environment is essential. The candidate must have extensive experience with the Unix operating system (preferably with Sun OS) and TCP/IP networking. Knowledge of multimedia, common academic software (such as Maple, SAS, SPSS, WP etc.), Macintosh networks, and PC systems is desirable.

Radford University is a comprehensive educational state institution with 9000 students. The university offers bachelor's, master's and educational specialist degrees. The campus is situated near the Blue Ridge Mountains forty-five miles southwest of Roanoke, Virginia.

The position is a non-tenured administrative/faculty position and is available July 1, 1992. Rank will be commensurate with candidate's qualifications and experience. The salary is competitive.

Candidates must send letter of application, resume, undergraduate and graduate transcripts, and three current letters of reference to:

Dr. Steven K. Pontius
Chair, Director of Academic Computing Search Committee
P. O. Box 6940, Radford University
Radford, Virginia 24142

Review of applications will begin May 12, 1992 and continue until position is filled.

Radford University is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

Lincoln University
of Missouri
(Code # 0104)

Lincoln University of Missouri is seeking experienced applicants for the position of Director of Budget. The Director of Budget will be responsible for preparing, monitoring, controlling, verifying, and distributing the University's budget for all funds. The Director will consult with, and advise all internal constituents groups relative to budget matters and resource allocations and utilization; analyze and summarize budget justifications; prepare reports and analyses; supervise the staff within the unit; and serve as a liaison for the Business and Finance Office relative to the planning/budget process.

QUALIFICATIONS: A Bachelor's Degree in Accounting or Business Administration is required. The Director of Budget must have training and experience in an educational setting is highly desirable. Viable candidates must have: 1) demonstrated knowledge of general accounting principles; 2) demonstrated managerial and supervisory experience; 3) proven experience in developing, analyzing and summarizing budget justifications; 4) computer skills; and 5) good oral and written communication skills.

Salary and benefits package are competitive.

The anticipated start date for this position is July 1, 1992. Screening will commence on May 29, 1992, but nominations and applications will be accepted for consideration until the position is filled.

APPLICATION PROCEDURE: Send 1) letter of application; 2) current resume; and 3) names and addresses of three references to:

Personnel Office
Lincoln University
102 Young Hall
Jefferson City, MO 65102-0029

Transcripts and three (3) letters of recommendation will be required of all finalists.

Education: Monmouth College, Tenure-track assistant professor of education. Duties include teaching education courses as well as undergraduate/graduate students. Supervision of student teachers and student interns. Minimum requirements include a master's degree in education (educator preferred), at least 3 years of teaching experience, and a strong commitment to secondary teaching. The University of Guam is an affirmative action institution. Minorities and women are encouraged to apply. Applications will be reviewed until positions are filled. Apply to Affirmative Action Officer, University of Guam, 533 College Rd., Selden, N.Y. 11784. An AA/EEO employer.

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Drexel University DIRECTOR OF UNDERGRADUATE ENROLLMENT

Drexel University seeks applications for the position of Director of Undergraduate Enrollment (including freshmen and transfer students). The Director will report to the Vice Provost for Enrollment Management and will manage one of two major components of the University's enrollment program (the other focusing on part-time and graduate students).

Drexel is a private university, founded in 1891. A pioneer in cooperative education since 1919, Drexel operates one of the largest co-op programs in the nation. The University awards bachelor's, master's and doctoral degrees and comprises six colleges: Arts and Sciences, Business and Administration, Engineering, Information Studies, Nesbitt College of Design Arts, and the Evening and University College. Total enrollment in fall 1991 was more than 17,500, with 72 percent of the total enrolled in undergraduate programs.

The successful candidate should demonstrate competence in the following areas:

- Oversight and supervisory responsibility for the activities of a professional staff and a support staff.
- Ability to capitalize upon Drexel's uniqueness as a technologically oriented institution with a strong commitment to career preparation as represented by its historical strength in cooperative education.
- Identifying and assessing student markets and developing communications materials and strategies.
- Utilizing faculty and staff in the enrollment process.
- Developing and managing programs to attract a diverse student population.

Candidate must have at least four years of applicable experience, preferably at the director's level. Candidates with particularly compelling experience in the indicated areas as the second-in-command in a large enrollment organization can be considered. A master's degree is preferred.

Review of applications for the Director's position will begin on May 4, 1992. In addition to a resume and a cover letter, candidates should submit a letter addressing the characteristics listed above. The candidate should also provide a list of references, including names, addresses, and telephone numbers, which would indicate the abilities and experience the candidate would bring to the position.

Please submit materials to:

Diana Hackney
Enrollment Management
Drexel University
32nd and Chestnut Streets
Philadelphia, PA 19104

Drexel University is an equal opportunity, affirmative action university.

EXAMINATIONS DIVISION

At the American Institute of Certified Public Accountants, our Examinations Division offers an exceptional opportunity for qualified, well-motivated CPAs to assist in the preparation of the Uniform CPA examination.

The successful candidate will have a proven technical background and extensive experience in auditing and accounting principles and practices as well as excellent communication and editing skills. The ability to work well with professional committees is essential. Advanced degree required; Ph.D. preferred.

We offer a growth oriented professional environment and visibility of national scope, plus a competitive salary and benefits. Send your resume, including salary requirements, to: Recruiting Administrator, Human Resources Dept. TM444.

AICPA American Institute of Certified Public Accountants

1211 Avenue of the Americas
New York, NY 10036

An equal opportunity employer

This division will relocate to Jersey City, NJ Summer 1992

Health Policy Assistant/Associate Professor. The School of Public Health of the University of Texas at Houston, Health Science Center, is seeking a curriculum specialist in industrialized democracies, particularly as they relate to health care systems. Formal training in a social science discipline is preferred, and some training in the medical, economic or social institutions of selected countries is required, as is health policy research. Responsibilities include teaching graduate courses and supervising graduate students in the School of Health Services, and conducting research in health services research and health policy. Applicants should send their curriculum vitae, letters of reference and writing sample (e.g., a recent report or manuscript) to Dr. M. P. O. Box 5500, University of Texas at Houston, Health Science Center, 6431 Fannin Street, Houston, Texas 77030. Review of applications will begin on May 1, 1992. The starting date is negotiable. The University of Texas is an equal opportunity employer. Women and minorities are encouraged to apply and will be given serious consideration.

Health Sciences Tenure-track. Faculty position to teach health, science, computer science, public health, and law and ethics. Requires master's degree and salary dependent on experience. Send resume and letters of reference to: Dr. M. P. O. Box 5500, University of Texas at Houston, Health Science Center, 6431 Fannin Street, Houston, Texas 77030. Review of applications will begin May 1, 1992.

DIRECTOR INDIANA UNIVERSITY CENTER ON PHILANTHROPY

Indiana University-Purdue University at Indianapolis (IUPUI) seeks a Director for the IU Center on Philanthropy to replace current Director Robert Payton who plans to retire from administrative duties upon completion of a five-year term ending June 30, 1993.

The Center on Philanthropy is a comprehensive, academic, research and public service unit located within the IU School of Liberal Arts at IUPUI. The mission of the Center includes teaching, research, and public service, with special emphasis on the ethics and values of the philanthropic tradition and on practices of fund raising, giving, and voluntary service. The Director is the chief executive officer of the Center and is responsible for developing and implementing a broad range of interdisciplinary activities throughout the Indiana University system and in cooperation with other colleges, universities, professional organizations, and scholarly associations.

Candidates should have appropriate academic credentials and experience relevant to the intellectual work of the Center and administrative credentials and experience relevant to the development of the Center.

The committee will begin reviewing materials on September 1, 1992. Nominations and applications will be accepted until the position is filled.

Nominations and applications should be directed to:

Dean Norman Lefstein
Committee for Director on Philanthropy
IU School of Liberal Arts
735 West New York Street
Indianapolis, IN 46202-5194

Indiana University is an equal opportunity employer and actively seeks applications from all qualified persons, whatever their sex, race, religion, national origin, age, or handicap.

ASSISTANT DIRECTOR Auxiliary Enterprises

The University is seeking an individual to assist the Director in the overall management and direction in carrying out functional duties and responsibilities of a fast-paced administrative office. Applicants should be self-starters, have proven records at organizing and prioritizing work loads, thrive on diversity, and be willing to learn new skills. The successful candidate will administer contracts, with responsibility for overseeing compliance, maintain food facilities (including in-house sanitation inspections); develop policy and procedures; manage and market the summer conference program; administer operating budgets; write, edit, and publish brochures and status reports.

Bachelor's degree with concentration in business or related areas, or equivalent combination of education and experience. Three years' previous experience in college/university food service. Three years' previous management/supervisory experience and budget administration. Strong writing and verbal communication skills.

Preference is for applicants with previous experience in Summer Conference and Housing operations, and who are familiar with Health Code regulations.

Send resume including cover letter and salary history/requirements including job #192-153 by May 15 to: The Johns Hopkins University, 148 Cambridge Hall, 34th and Charles Sts., Baltimore, MD 21218, Attn: Dorothy P. Shan, AA/EEOE.

Excellent benefits including life and health insurance, and dental and tuition plans for staff members, spouses and dependent children. Smoke-free and Drug-free.

Send resume and cover letter to: Ms. Sara Brazda, Search Committee, 13700 University Blvd., Suite 200, Gainesville, Florida 32604

The University of Florida is an Affirmative Action, Equal Opportunity Employer.

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BOWDOIN COLLEGE

ADMISSIONS OFFICER COORDINATOR—STUDENTS OF COLOR RECRUITMENT

Bowdoin College seeks applications for an Admissions Officer with special responsibilities for the recruitment of students of color, position to begin July, 1992.

This officer will participate fully in all aspects of the admissions process including travel to secondary schools, group presentations, coordination of activities with alumni, interviewing candidates for admission, working with internal agencies or secondary school officials, and the selection of new students. Working closely with members of the staff, alumni, current students and faculty, this individual will coordinate activities related to the recruitment of students of color.

Candidates should have a Bachelor of Arts degree from a liberal arts institution, a high energy level and enthusiasm for work in the profession, strong organizational and communication skills, and a basic understanding of the value of a liberal arts education. Some previous experience in admissions or related work is desirable. Salary is commensurate with experience. Resumes and supporting recommendations should be submitted by May 20 to: Bowdoin College, Human Resources Department, Brunswick, Maine 04011.

Bowdoin College is an Affirmative Action, Equal Opportunity Employer.

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Rhode Island School of Design DIRECTOR OF CONTINUING EDUCATION

Nominations and applications are invited for the position of Director of Continuing Education.

Responsibilities: RISD seeks an experienced, imaginative entrepreneurial individual to oversee the planning, marketing, implementation, and evaluation of diverse part-time credit and non-credit programs and conferences including: extension and youth programs, a residential pre-college summer foundation program, summer studies program, summer institute for graphic design studies, as well as executive education, corporate and special programs with RISD's design-related divisions and departments.

Reporting to the Vice President for Academic Affairs, the Director is responsible for directing, designing, and implementing current and new programs consistent with the goals and objectives of Continuing Education and the philosophy of the College.

Founded in 1877, Rhode Island School of Design is widely recognized as one of the country's premier institutions for the study of visual arts, design, and architecture. R.I. School of Design's Museum of Art is one of New England's finest museums.

Qualifications: The successful candidate will have a minimum of five years of comprehensive continuing education experience. An advanced degree in art, design, art history, art education, adult education or management is preferred.

Appointment to this position is anticipated by July 1, 1992. Annual compensation will be commensurate with experience. A generous benefit package is available. Applications with resumes will be accepted until May 15, 1992.

Please send resume to: Carole DiSandro, Search Committee, Museum of Art, R.I. School of Design, Two College Street, Providence, R.I. 02903

Rhode Island School of Design is an equal opportunity, affirmative action employer.

Applications will be received until the position is filled. Review of applications will begin on May 13, 1992.

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UNIVERSITY OF FLORIDA College of Business Administration DIRECTOR OF DEVELOPMENT & ALUMNI AFFAIRS

The University of Florida and its College of Business Administration are seeking applications and nominations for the position of Assistant Dean for Development and Alumni Affairs.

The University of Florida has just successfully completed the third largest Capital Campaign among public institutions in the country raising \$392 million. The College enrolls 2,500 students annually and has nearly 30,000 alumni and is seeking an individual who has a bachelor's degree, annual fund-raising background, three years of demonstrated major gifts fund-raising experience,



UNIVERSITY COUNSEL

Lincoln University of Pennsylvania

Applications and nominations are invited for the position of University Counsel at Lincoln University of the Commonwealth System of Higher Education, one of the four state-related institutions of Pennsylvania. With an enrollment of over 1,000 students, a full-time faculty of 85, and a workforce of over 400, Lincoln University is one of the country's distinguished small liberal arts institutions and the oldest of the historically Black colleges and universities.

As the University's chief in-house legal affairs officer, the University Counsel reports directly to the President and works with the President's Executive Officers Group, advising the President on a legal counsel action for the University when faced with legal options. The University Counsel establishes goals, approaches and strategies for the University in its legal affairs. The University Counsel is also responsible for providing legal services required in all substantive areas of law affecting the University, including, but not limited to labor and employment law, taxation, corporate and non-profit law, intellectual property, government and commercial contracts.

Characteristics duties would include the following:

- Monitoring, managing, coordinating, overseeing, and implementing the University's legal strategies;
- Working with outside legal counsel when necessary;
- Providing the University administration with litigation support, legal advice, and preparation and execution of legal documents;
- Serving as counsel or member of the University's negotiating team in union contract negotiations;
- Representing the University in courts of law, conducting law suits and/or litigating and providing defense.

Qualifications include an LL.B. or J.D. from an accredited law school, and admission to the Pennsylvania State Bar. A minimum of ten years' experience as a lawyer, a record of demonstrated excellence in the practice of law, and a willingness to work effectively in an academic environment. Considerable experience in corporate legal counsel and/or private practice with corporate clients is necessary. Considerable experience in the litigation process is necessary. Knowledge of labor law and procedures is desirable. An effective leadership and management style, strong organizational and communication skills, and a high energy level are prerequisites for consideration for the position.

This position is available as of July 1, 1992. All inquiries should be directed to:

Mr. Jerry L. Isaac
Assistant to the President
Lincoln University
Lincoln University, PA 19352

Northeast Missouri State University

POSITION ANNOUNCEMENT

DIRECTOR OF TESTING AND INFORMATION

Starting date July 1, 1992 or as soon thereafter as the proper candidate is available.

Northeast Missouri State University is the selective, public, predominantly midwestern liberal arts and sciences university of Missouri with an enrollment of 5,500 students and 100 graduate students in 67 programs. The University in recent years has received national recognition for its quality in undergraduate education and in its planning work in assessment.

POSITION

The Director of Testing and Information reports directly to the Vice President for Academic Affairs. The Director plays a key role in measuring student academic and social development and serving as a liaison with other constituencies. Salary is competitive and negotiable, based upon the applicant's experience, educational level, and experience.

QUALIFICATIONS

Doctors in appropriate field. Knowledge of testing and information. Ability to work with faculty in a helpful, collegial manner. Understanding of and facility with social and science curriculum and instruction, long range planning, statistics, and evaluation. Effective interpersonal skills, including good oral and written communication skills. Candidates must possess a strong commitment to the development and welfare of students and faculty.

APPLICATION

The review of applications for the position will begin May 15, 1992 and continue until the appropriate candidate is found. For a detailed job description, FAX a message to the Vice President for Academic Affairs, Northeast Missouri State University, 1000 University Drive, Jefferson, Missouri 64501.

Dr. Jack Magruder
Vice President for Academic Affairs
McClain Hall 203
Northeast Missouri State University
Jefferson, Missouri 64501

Northeast Missouri State University is an EEO Employer.

Library Catalog Librarian. Candidates must have American Library Association Accredited MLIS degree. Experience: Catalog Librarian in academic setting, knowledge of L.C. classification, OCLC, cataloging procedures, and co-operative cataloging. Responsibilities: managing and supervising all cataloging activities, teaching and supervising instruction classes, assisting students as needed. Salary commensurate with experience. Send letter of application, resume, and references to: Dr. Jack Magruder, Vice President for Academic Affairs, Northeast Missouri State University, 1000 University Drive, Jefferson, Missouri 64501.

Library Assistant/Archivist Librarian. Responsibilities: under general direction of Archivist, provide reference services at branch library, provide reference services at branch library, provide reference services at branch library, provide reference services at branch library.

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ST. LAWRENCE UNIVERSITY

DIRECTOR OF PLANNED GIVING

St. Lawrence University invites nominations and applications for the position of Director of Planned Giving. Reporting to the Vice President for University Relations, the director will:

- Promote and market the planned giving program.
- Solicit prospects for outright and deferred gifts.
- Coordinate volunteer efforts.
- Travel extensively.

A bachelor's degree is required and five to seven years of fund-raising experience with a proven track record in soliciting outright and deferred gifts is desired. Experience in capital campaigns is also desired. Related experience in sales, finance, communications and/or human services will be considered. Strong human relations skills are essential.

Located in Canton, New York, St. Lawrence University is an independent, non-denominational, liberal arts institution enrolling approximately 1,900 undergraduate students. The 1,000 acre campus rests in the valley between the St. Lawrence River and the Adirondack Mountains.

Letters of application and resume should be sent by May 22 to:

Peter Beckman
Search Committee Chair
St. Lawrence University
Canton, NY 13617

St. Lawrence University is committed to fostering multicultural diversity in its faculty, staff, student body and programs of instruction. As an Equal Opportunity, Affirmative Action Employer, we specifically encourage applications from women, minorities and persons with disabilities.

DIRECTOR OF GIFT AND ESTATE PLANNING

Albion College invites applications and nominations for this senior development position which reports directly to the Vice President for Institutional Advancement.

The Director will be responsible for administering and marketing the College's planned giving program and will be actively involved in the cultivation and solicitation of major as well as planned gift prospects.

The successful candidate will be an excellent communicator holding a bachelor's degree and have previous experience in planned giving or financial/estate planning.

Albion College, a member of the Great Lakes Colleges Association, is located 30 miles west of Ann Arbor on I-94, the main route from Detroit to Chicago, and has a selective student body of 1,600. The College, with an endowment of \$60 million, has a highly successful advancement program and recently completed a \$40 million capital campaign. The Director will play a major role in the next campaign which is presently in the planning stages.

Nominations and applications should be sent to Ben E. Hancock, Jr., Vice President for Institutional Advancement, Albion College, Albion, MI 49710. Letters should include a cover letter, resume and the names, addresses, and telephone numbers of three references. Screening of applications will begin immediately and continue until the position is filled. An equal opportunity employer. Women and minorities are encouraged to apply.

For Chair, Assistant Architecture Librarian. Candidates must have American Library Association Accredited MLIS degree. Experience: Catalog Librarian in academic setting, knowledge of L.C. classification, OCLC, cataloging procedures, and co-operative cataloging. Responsibilities: managing and supervising all cataloging activities, teaching and supervising instruction classes, assisting students as needed. Salary commensurate with experience. Send letter of application, resume, and references to: Dr. Jack Magruder, Vice President for Academic Affairs, Northeast Missouri State University, 1000 University Drive, Jefferson, Missouri 64501.

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UNIVERSITY REGISTRAR

The University of Michigan, Ann Arbor, invites nominations and applications for the position of University Registrar. The Registrar is responsible for planning and directing the University's Office of the Registrar and operational activities within the Office of the Registrar. The Registrar is responsible for planning and directing the University's Office of the Registrar and operational activities within the Office of the Registrar. The Registrar is responsible for planning and directing the University's Office of the Registrar and operational activities within the Office of the Registrar.

Founded in 1817, the Ann Arbor campus of the University of Michigan is a residential, highly selective and distinguished public university and a major research institution. The current body of over 35,000 students, pursuing more than 100 types of degree programs, represent a diversity of race, ethnicity, and economic backgrounds.

The University seeks a dynamic and articulate individual with a strong record of administrative experience, leadership, and accomplishment in the profession. Candidates should also have the following: extensive experience in the administration of a comprehensive office of registration; records, or a similar field; experience in developing and implementing information technology in a complex setting; excellent communication skills; effective interpersonal skills; and a strong commitment to the University's mission of providing a high-quality education to students. Candidates should possess at least a Master's degree or equivalent combination of education and experience.

Please forward a letter of application and a resume to: Ben Hancock, Jr., Office of Academic Affairs, 3058 Fleming Hall, 424 North Zeeb Road, Ann Arbor, Michigan 48106-5040. Applications and nominations should be submitted immediately. Applications submitted by May 15, 1992 will be given for consideration.



MANAGER OF INTERNAL AUDIT

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

The University of California, Santa Cruz is recruiting for an Internal Audit Manager to assume responsibility for the administration of the internal audit program of the Santa Cruz campus, reporting to the Vice President for Administration. The Internal Audit Manager will be responsible for planning and directing the University's Office of the Registrar and operational activities within the Office of the Registrar. The Internal Audit Manager will be responsible for planning and directing the University's Office of the Registrar and operational activities within the Office of the Registrar.

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HUMANITIES ADMINISTRATOR

Higher Education in the Humanities Program

The National Endowment for the Humanities (NEH) seeks applications for an opening in its Division of Education Programs. Higher Education in the Humanities Program. The Division offers assistance to institutions and organizations for projects designed to improve the substance and coherence of education in the humanities at all levels.

- Providing expert advice to grant applicants and the interested public;
- Reviewing and analyzing applications;
- Participating in program planning;
- Monitoring active grants;
- Helping to develop program policies and procedures; and
- Keeping abreast of professional developments in field of expertise.

Qualification Requirements:

1. Be a U.S. citizen or permanent resident (a Ph.D. in the humanities is preferred).
2. Professional experience in the humanities with scholarly, academic or grant-making organizations.

The preferred candidate should also have:

1. Teaching experience in the humanities at the post-secondary level;
2. Administrative experience with humanities programs in a college or university;
3. Administrative experience in humanities foundations, associations, or grant-making institutions; and
4. Experience requiring written or oral communication skills.

The starting salary for GS-12 is \$38,881 per annum and for GS-13 is \$46,210 per annum. All correspondence should be addressed to:

Applicants must submit an Application for Federal Employment (Standard Form 171) to receive consideration for this position. This form may be obtained by calling or writing to the address below.

All applications must be received by May 20, 1992, and must cite Vacancy Announcement #92-037C. All correspondence should be addressed to:

Laura W. Teorinis
Personnel Management Specialist
National Endowment for the Humanities
1100 Pennsylvania Avenue, N.W., Room 119
Washington, DC 20508
Telephone: (202) 785-0415 or TDD (202) 785-0282

AN EQUAL OPPORTUNITY EMPLOYER

CHIEF DEVELOPMENT OFFICER

The University of Texas Institute of Texan Cultures at San Antonio seeks a skilled and experienced individual to serve as the Chief Development Officer. This position reports to the Director of Advancement and works closely with the Executive Director of the Institute, as well as with staff in research and educational programs. With the Director of Advancement, the successful candidate will plan, implement, and control the fund-raising program of the Institute which includes major gifts and project funding.

The Institute of Texan Cultures is administratively aligned with The University of Texas at San Antonio, and serves the state of Texas through research, educational and communication services and programs. Concerned primarily with the cultural and ethnic heritage of Texas, the Institute touches the lives of 400,000 tourists, visitors and students each year.

The successful candidate must possess a knowledge of fund-raising concepts and strategies; excellent communication and organizational skills; and experience working with volunteers. A minimum of a bachelor's degree is required, along with at least three years of professional experience in development. Evidence of mid-management experience is preferred, as is an advanced degree. Salary commensurate with qualifications.

A letter of application, resume, and the names, addresses, and telephone numbers of three references should be received by May 20, 1992. Nominations and applications should be mailed to:

Mr. Carey Deckard
Chair, Search Committee
The Institute of Texan Cultures
P. O. Box 1236
San Antonio, Texas 78294

The University of Texas at San Antonio is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

Library Librarian, Center for Afro-American Studies. Responsible for participating in all aspects of reference services, including desk service and bibliographic instruction. Acts as liaison to faculty departments and students for reference services. Provides instruction for students in the use of library resources. Provides instruction for students in the use of library resources. Provides instruction for students in the use of library resources.

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DIRECTOR OF AFFIRMATIVE ACTION PROGRAMS

The Director serves as principal advisor to the Associate Vice President for Multicultural Affairs. Responsibilities include: developing and maintaining a strategic Affirmative Action Plan, monitoring of an advisory relationship with the branch campuses; preparing of Federal affirmative action plans; investigating and resolving discrimination and harassment disputes; conducting EEO/AA related training programs; implementing data collection; auditing and reporting systems; developing AA goals and timetables for the total university; and the monitoring of master's degrees in labor relations, personnel, law, or a related field and three to five years of affirmative action experience and/or graduate degree in education and experience may substitute for the stated qualifications. For full consideration, letters of nomination, letter of interest and current vitae must be received by May 15, 1992. Send to: Director of Affirmative Action Programs, Office of Academic Affairs, President for Multicultural Affairs, Dr. Howard Shipley, Jr., Chm. 408 Whitehurst, Oklahoma State University, Stillwater, OK 74078.

OSU IS AN AAEED EMPLOYER COMMITTED TO MULTICULTURAL DIVERSITY.

DIRECTOR OF ENROLLMENT MANAGEMENT

St. Thomas Aquinas College Sparkill, New York

Energetic, creative, systems-oriented person to design and coordinate implementation of integrated recruitment and retention systems for a faculty school, suburban New York independent college with a stable enrollment of 2000. Knowledge of marketing and information systems. Experience in college admissions (preferably as director) with strong background in financial aid budgeting and packaging, and in recruitment of both resident and commuter students. Master's preferred.

New Position, responsible to Vice President for Academic Affairs, available summer '92. Excellent salary and fringe package, commensurate with background and experience. Reply with letter of interest, current resume, and names, addresses and phone numbers for three references to:

Dr. Peter D. O'Connor
Vice President for Academic Affairs
St. Thomas Aquinas College
Sparkill, NY 10976

An Equal Opportunity Employer.

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D1782

Mathematics: Professor of Mathematics; teach various mathematics courses and help develop a mathematics/math education ruler. A national mathematics education and copies of transcripts to the Math Screening Committee, Human resources/EO-AA Office, Eastern Montana College, 1500 North 30th Street, Billings, Montana 59101-0299, (406) 637-2278.

PLANNED GIVING OFFICER

Union Theological Seminary in Virginia

Union Theological Seminary in Virginia is seeking a Planned Giving Officer for an established Planned Giving program. The Planned Giving Officer is responsible for all aspects of the identification, cultivation and solicitation of planned gifts for the seminary. This officer will coordinate the Planned Giving program, report to the Director of Development and assist in securing planned gifts for the seminary's capital campaign.

Specific Responsibilities:

- Market planned giving techniques for Union Theological Seminary through direct mail and personal contacts.
- Prepare and distribute planned giving literature including brochures and other information on charitable remainder trusts, gift annuities, pooled income funds, gifts of real estate, gifts of tangible property, gifts of securities, and bequests.
- Coordinate and respond to inquiries arising from planning giving promotional materials and general Development Office literature.
- Assist with development of seminar materials and present seminars on occasion to alumni, faculty, staff, churches, and friends of the seminary.
- Prepare development proposals and present such proposals to prospective donors. Maintain personal contact with prospects to encourage interest in planned giving options. Coordinate activities incidental to making a gift, such as consulting with with donors' attorneys or advisors, to ensure the necessary arrangements for collection of the gift.
- Serve as liaison with volunteer groups and class representatives who assist with marketing planned giving programs.
- Recommend policy to Director relating to Planned Giving and/or seminar development activities.
- Perform other related duties incidental to the work described herein.

Consideration will be given to candidates who have the following skills and attributes: 3-5 years of direct experience in non-profit institutions; development with involvement in planned giving solicitation; knowledge of tax laws as applied to planned giving. The position requires exceptional writing abilities, organizational experience, interpersonal and communication skills. If not a Presbyterian, the applicant should understand the life and work of mainline Protestant churches in general. Applicant should have or be willing to acquire an understanding of the organization and work of the Presbyterian Church in particular and the role of theological seminaries in the life of the church.

Send resumes by May 22, 1992, to:

Director of Development
Union Theological Seminary in Virginia
3401 Brook Road, Richmond, Virginia 23227

SYRACUSE UNIVERSITY
COLLEGE OF NURSINGNLN Accredited Programs
Graduate Recruiter

Syracuse University College of Nursing has an opening for the position of Graduate Recruiter. Responsibilities include design and implementation of a recruitment program for the College of Nursing. Qualifications include a Master's Degree in Nursing; excellent communication and public relations skills; experience in recruitment; the ability to work effectively with the University Graduate Admissions Office, Extended Campus and University College.

Application deadline is May 27, 1992. Please send cover letter and current resume to: Office of Human Resources, SYRACUSE UNIVERSITY, Skytop Office Bldg., Syracuse, NY 13244-4300.

An Equal Opportunity, Affirmative Action Employer.

Mechanical Engineering. The Department of Mechanical Engineering, University of Alabama at Birmingham, invites applications for a tenure track position. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering.

Minority Student Affairs. Assistant Director of Minority Student Affairs. The University of Alabama at Birmingham invites applications for the position of Assistant Director of Minority Student Affairs. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering.

Mental Health. Mental Health Clinician II. The Community Mental Health Center at

UNIVERSITY OF MARYLAND COLLEGE PARK LIBRARIES

Associate Librarian II

Maps and International Documents Librarian

The University of Maryland College Park Libraries invites applications for the position: Associate Librarian II, Maps and International Documents Librarian.

RESPONSIBILITIES: Provide research and reference assistance in the Government Documents/Maps Room, including work with machine-readable databases and library instruction; collection management responsibility for the maps and international documents collections; assisting in the unit's maintenance of the standards of the federal depository program.

QUALIFICATIONS: Required: ABA-accredited Master's degree in Library Science. One year of professional experience; reference assistance experience; demonstrated strong public service orientation; demonstrated familiarity with organization and maintenance of U.S. federal government documents, documents of international organizations and/or maps. Preferred: Working experience in a U.S. federal government documents depository library; experience with searching electronic information sources and databases. Desirable: Subject expertise or comparable experience in cartography or geography.

SALARY: \$25,600 minimum. Salary commensurate with experience. Excellent benefits. For full consideration, submit resume and name/address of three references by June 1, 1992. Applications will be accepted until position is filled. Send resume to: Ray Foster, Personnel Librarian, Library Personnel Services, McKeldin Library, Univ. of MD, College Park, MD 20742-7011.

THE UNIVERSITY OF MARYLAND IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER. MINORITIES ARE ENCOURAGED TO APPLY.

RESEARCH ADMINISTRATOR

Natural Resources, Food & Social Sciences

Cooperative State Research Service
U.S. Department of Agriculture

Cooperative State Research Service seeks applicants for a Deputy Administrator. This is a Senior Executive position with responsibility for the management of the Natural Resources, Food & Social Sciences. The position is responsible for the formulation, administration, coordination, research program planning, development and improvement of the research program. The position is responsible for the management of the research program. The position is responsible for the management of the research program.

U.S. Department of Agriculture is an Equal Opportunity Employer.



DIRECTOR OF STUDENT ACTIVITIES

University of Houston-Downtown

The University of Houston-Downtown seeks an experienced and innovative individual to serve as the Director of Student Activities. The successful candidate will be responsible for the management of the Student Activities program. The successful candidate will be responsible for the management of the Student Activities program.

Candidates must have a Master's degree and a minimum of three years of experience in Student Affairs or related field. Strong interpersonal, organizational, and communication skills are required. The successful candidate will be responsible for the management of the Student Activities program. The successful candidate will be responsible for the management of the Student Activities program.

The University of Houston-Downtown is an Affirmative Action, Equal Opportunity Employer. Minorities are especially encouraged to apply.

Multicultural Affairs. Director of Multicultural Affairs. The University of Houston-Downtown seeks an experienced and innovative individual to serve as the Director of Multicultural Affairs. The successful candidate will be responsible for the management of the Multicultural Affairs program. The successful candidate will be responsible for the management of the Multicultural Affairs program.

Minority Student Affairs. Assistant Director of Minority Student Affairs. The University of Houston-Downtown invites applications for the position of Assistant Director of Minority Student Affairs. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering. The successful candidate will be an Assistant Professor level in the department of Mechanical Engineering.

Mental Health. Mental Health Clinician II. The Community Mental Health Center at

DIRECTOR OF
HUMAN RESOURCES

Jersey City State College invites applications for the position of Director of Human Resources to begin July 1, 1992. The position is responsible for all aspects of personnel administration, hiring, salary and compensation management and human resource development. This position reports to the Vice-President of Administration and Finance.

Minimum Qualifications: Masters Degree in a related area with significant emphasis in contract management, wage and salary administration, AA/EEO and other related human resource areas.

At least five years progressive experience in personnel administration or employee relations.

Desired Qualifications: Personnel work experience in higher education setting.

Familiarity with in-service and staff development training.

Knowledge of and experience with computerized personnel and related systems.

Salary Range: \$44,789.84 - \$64,943.98

Applications: Deadline for applications is May 22, 1992. Nominations and applications should be sent to: Mr. Robert Cruz, Chair, Director of Human Resources Search Committee, Jersey City State College, 2039 Kennedy Boulevard, Hoboken NJ 07030.

JERSEY CITY
STATE COLLEGE

AA/EEO

HEARTLAND COMMUNITY COLLEGE

Coordinator of Nursing Education

Heartland Community College, the newest community college in Illinois, is seeking a Coordinator of Nursing Education to develop a new nursing education program (pending state approval). We are seeking an enthusiastic, hard-working team player who is dedicated to developing Heartland Community College into the premier community college. We are seeking an enthusiastic, hard-working team player who is dedicated to developing Heartland Community College into the premier community college.

Qualifications include a Master's degree in nursing, two years of experience as an instructor in nursing education, and two years of experience in clinical nursing. Preference will be given to candidates with previous experience at the community college level who have had experience with nursing education, practical nursing, and associate degree nursing education programs. Qualified individuals who have applied for nursing faculty positions will automatically be considered.

Bloomington-Normal, identified in 1991 by Money Magazine as the best community in Illinois in which to live, and ranked 48th nationally, has a population of about 95,000. It is located in the geographical center of the state, 175 miles southwest of Chicago and 160 miles northeast of St. Louis, and is easily accessible by car, train, or plane. The highly metropolitan area combines a diversified and stable economy with educational and cultural opportunities provided by two universities.

Application: Letters of application and resumes should be sent to: Coordinator of Human Resources (Interim), Heartland Community College, 1540 East College Avenue, Normal, IL 61761.

Review of applications will begin immediately and continue until the position is filled. Heartland Community College is an Affirmative Action, Equal Opportunity Employer. Women, minorities, and the disabled are encouraged to apply.

Music. Music Instructor. Full-time, unclassified. Duties: Responsible for organizing and conducting a community college music program. The successful candidate will be responsible for the management of the music program. The successful candidate will be responsible for the management of the music program.

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BROWN
UNIVERSITYThomas J. Watson Jr. Institute
for International Studies

Director

Brown University invites applications or nominations for the newly-created and Howard R. Swearer Directorship for International Studies, named in honor of the first director of the Watson Institute and former president of the university. Founded in 1986, the Watson Institute is designed to be the focal point within the university for international studies, currently including thirteen affiliated centers and programs.

This position of director provides an unusual opportunity for academic leadership and institutional-building. The interdisciplinary research agenda of the Watson Institute combines fundamental scholarship and problem-oriented policy analysis; the current focus is foreign policy and international security, socio-economic development, and transnational problems. Brown University seeks someone to provide vision for the Watson Institute, expand its research, and support appropriate academic programs. The Director should have held an important administrative position in an academic institution or a senior policy-making position and have credentials appropriate for a tenured faculty appointment. The Director should have administrative skills and a demonstrated ability to command respect among diverse constituencies of faculty, students, and national and international leaders. While a substantial endowment is already in place, one of the major leadership challenges will be generating resources and endowment to ensure quality programs. The Director will report through the Provost to the President. Nominations or a letter of application, resume, and at least three names, addresses, and phone numbers of references should be sent to:

Watson Institute Directorship Search Committee
Brown University
Box 1980
Providence, RI 02912

To receive consideration, applications should be received no later than July 15, 1992, but the search will remain open until a suitable candidate is selected. Brown is an AA/EEO employer and especially welcomes applications from women and minority candidates.

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Box 1980
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OFFICE OF STUDENT LIFE
FLORIDA STATE UNIVERSITY

Assistant Director, Student Affairs

The Assistant Director assumes primary responsibility for all activities related to student development and residence life in twelve university residence halls. The Assistant Director supervises five graduate hall directors in the daily operations of their areas of responsibility. In addition, the Assistant Director provides direct leadership for graduate and undergraduate staff selection, training, and evaluation; development of residence life publications; coordination of the residence life budget; systems advising student groups; developing educational programs; and coordinating survey research. The Assistant Director is a part of the central staff and assists with policy development and decision-making at the department level.

QUALIFICATIONS: Master's degree in appropriate area of specialization and two years of appropriate experience or a Bachelor's degree in residence life with four years of related experience in residence life and a Master's degree are essential. Starting date approximately July 6, 1992.

SALARY: Range is \$25,810-\$45,500 plus benefits. Hiring is anticipated to be at or near base.

Florida State University is a comprehensive research institution of 29,000 students. Over 5,000 students are housed in on-campus residence halls and apartments.

To apply, send two copies of a resume, three current letters of reference, and a letter of application to:

University Personnel Relations
Florida State University
216 William Johnson Building, R-49
Tallahassee, FL 32306-1001

Interviews will be conducted at the Southeastern Placement Showcase in Tallahassee, Florida, on Friday, May 21, 1992. Florida State University is an EEO/AA employer with preference given to veterans and spouses of veterans as provided in Chapter 295, Florida Statutes.

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CAL POLY

VICE PRESIDENT FOR BUSINESS AFFAIRS

GENERAL DESCRIPTION OF THE POSITION: The Vice President for Business Affairs reports directly to the President and is responsible for general supervision of the accounting, payroll, and other fiscal services, planning and administration of University operating budgets, support by State and non-State sources, campus physical planning and development, operation and maintenance of the physical plant, including residence halls, logistical and support services, environmental health and safety, public safety, emergency operations, and liaison with outside agencies. The successful candidate must be aware and supportive of the academic mission of the University and will be entering a division with strong commitment to the total quality management approach in personnel management and problem solving.

As one of four vice presidents, the Vice President for Business Affairs is a member of the President's executive management staff and plays a key role in the development of University policy, represents and acts for the President on matters of central policy within the University and The California State University system, represents the campus in dealings with other universities and with the local community on matters of mutual interest and concern, and accepts specific delegations and assignments requiring coordination at senior administrative levels. Program administrators reporting directly to the Vice President for Business Affairs include Directors of Fiscal Services, Budget Planning and Administration, Support Services, Facilities Planning, Facilities Services, and Public Safety Services.

QUALIFICATIONS: Relevant senior level experience in university administration and financial and facilities management, master's degree, and training and experience appropriate to a senior administrative position in a university environment. Demonstrated ability to work cooperatively with various constituencies, demonstrated commitment to promoting affirmative action and sensitivity to cultural diversity, familiarity with modern productivity tools. Working knowledge of NACUBO standards and guidelines preferred.

COMPENSATION: Salary is commensurate with the background and experience of the individual selected. Cal Poly offers excellent fringe benefits. All rights associated with the appointment are governed by the Management Personnel Plan adopted by the CSU Board of Trustees.

SELECTION PROCESS: Candidates will be selected during Summer of 1992; academic year begins September 14. Screening will begin in mid-May. For full consideration, applications should be received by May 20, but the position will remain open until filled. Send resume, letter of statement of interest and special qualifications, along with the names, addresses and telephone numbers of at least three references to:

Dr. Robert D. Koob
Vice President for Academic Affairs
California Polytechnic State University
San Luis Obispo, CA 93407
(805) 776-1186
Fax (805) 756-5292

UNIVERSITY: One of 20 campuses of the California State University system, Cal Poly has built a solid national reputation on its learn-by-doing approach to education. Nearly two-thirds of the university's 17,000 students are in agriculture, architecture and environmental design, business or engineering.

COMMUNITY: San Luis Obispo is a city of 50,000 located twelve miles from the Pacific Ocean and midway between San Francisco and Los Angeles on California's scenic Central Coast. University families live in San Luis Obispo and nearby communities both on the coast and inland. Excellent recreational facilities are available. The area is noted for its outstanding climate, with an average daily maximum temperature of 64.2 in January, 77.0 in August, and an annual average of 70.2.

Cal Poly is strongly committed to achieving excellence through cultural diversity. The university actively encourages applications and nominations of women, persons of color, and members of other underrepresented groups. AA/EEO.

UCLA SCHOOL OF NURSING

Associate Dean for Administration

We are seeking a thoughtful, productive, collaborative manager to provide integrated, cost-effective financial and administrative services in support of the School's academic mission. Reporting to the Dean, this position manages the School's fiscal affairs, staff personnel, allocation of space and equipment, and public relations and development coordination.

Applicants must have a Baccalaureate in Nursing, Master's and Doctorate in Nursing or related area. Desired knowledge of nursing curriculum and clinical practice. Senior level management experience with demonstrated skill in financial planning and analysis, budgeting, cost control and institutional analysis. Demonstrated skill in strategic planning and in managing complex human resources issues. General knowledge of management information systems. Demonstrated oral communication, writing, and interpersonal skills. Salary dependent upon qualifications. Excellent benefits package.

Please send vita with cover letter indicating qualifications for the position to: Dr. Jo M. Lindgren, Dean, UCLA School of Nursing, 2-255 Los Angeles Factor Building, (Dept. C), 10833 La Cienega Avenue, Los Angeles, CA 90024-1702. An Affirmative Action Employer.

Research/Molecular Biology Research Associate, 40 hours/week, \$26,000/year, 12:00 p.m.-5:00 p.m., 2000/01. Set up molecular biology laboratory. Use sophisticated techniques including PCR, electroporation, and microinjection to look for the critical difference in gene expression between a lethal type bladder cancer, U.S. or foreign, and normal cells. In medical research, three years' experience as a Research Associate and two years' experience as a Research Assistant. Must have proof of legal authority to work permanently in U.S. and send resume to: Illinois Department of Employment Security, 400 South State Street, 3rd Floor, Chicago, IL 60605. Reference: 2000/01. Salary dependent upon qualifications. An Affirmative Action Employer.

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SEARCH EXTENDED

Vice President for Institutional Advancement

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

Nominations and applications are invited for the position of Vice President for Institutional Advancement at Southern Illinois University at Carbondale.

The Vice President for Institutional Advancement provides administrative direction to University units concerning the management of the University's fund-raising efforts, alumni affairs, public relations and to diverse support and service units within the University. The Vice President for Institutional Advancement reports directly to the President.

As a member of the President's staff, participates in the planning and policy development of the University. Serves as the principal advisor to the President with respect to fund raising, alumni matters, and public relations. Provides leadership and administrative direction to units within the Vice Presidential area. Plans, organizes, and controls the process of establishing and achieving goals and objectives for the units. The units supervised by the Vice President for Institutional Advancement include Southern Illinois University Foundation, Alumni Services, and University Relations.

Requirements: Master's required, doctorate preferred. Prior experience in a senior level position in a university setting. Demonstrated leadership ability, experience in planning and directing capital campaigns; effective oral and written communication skills; and ability to accomplish objectives through the development and utilization of human resources. Several years in at least two of the areas described.

Applications Must Be Received By July 15, 1992. Start date is negotiable. Send letter of application, resume, and the names, addresses and telephone numbers of three references to:

Office of the President
Attn: Chair, Search Committee for
Vice President for Institutional Advancement
Southern Illinois University at Carbondale
Carbondale, IL 62901

SUC IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER

ST. MARY'S UNIVERSITY



SCHOOL OF LAW

Associate Dean for Enrollment Management

This Associate Dean will have principal responsibility for recruiting, admitting, enrolling, and registering students at St. Mary's University School of Law. He or she will prepare the final information bulletins and application materials for the Law School, represent the Law School at recruitment forums and pre-law meetings, establish admissions guidelines and procedures, screen applications for admission, and oversee the admissions process. He or she will lead the academic calendar for the Law School, work with a faculty committee to schedule course offerings, and supervise the processes of registration and enrollment. In addition, he or she will participate with the Dean and the other Associate Deans in the general administration of the Law School.

In order to qualify for this position, a candidate must have a Doctor of Jurisprudence degree, excellent academic credentials, a minimum of five years of professional experience, excellent communication skills, and a strong commitment to the mission of St. Mary's University School of Law. The salary of the Associate Dean for Enrollment Management will be commensurate with his or her qualifications and experience.

If you are qualified and interested, please send your letter of application and a current resume to the Office of Institutional Advancement, St. Mary's University, Camino Santa Maria, San Antonio, Texas 78228-8565. The application deadline is May 15, 1992. St. Mary's University is an EEO/AA employer.

Research/Pharmaceutical Sciences Research Associate in Pharmacology and Toxicology, 40 hours/week, \$26,000/year, 12:00 p.m.-5:00 p.m., 2000/01. Set up molecular biology laboratory. Use sophisticated techniques including PCR, electroporation, and microinjection to look for the critical difference in gene expression between a lethal type bladder cancer, U.S. or foreign, and normal cells. In medical research, three years' experience as a Research Associate and two years' experience as a Research Assistant. Must have proof of legal authority to work permanently in U.S. and send resume to: Illinois Department of Employment Security, 400 South State Street, 3rd Floor, Chicago, IL 60605. Reference: 2000/01. Salary dependent upon qualifications. An Affirmative Action Employer.

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VICE PRESIDENT OF EDUCATIONAL AFFAIRS

Metropolitan Community College is a growing and vigorous multi-campus, multi-state college serving more than one-third of the black population. Current enrollment exceeds 30,000 students in career, academic, continuing education, and business and industry programs. The three-campus college has grown on average 10.3% each year. The university's expansion is anticipated. The College President has been nationally recognized for innovative community college leadership.

MAJOR RESPONSIBILITIES: The Vice President of Educational Affairs reports to the College President and is responsible for leadership and administrative direction to units within the Vice Presidential area. Plans, organizes, and controls the process of establishing and achieving goals and objectives for the units. The units supervised by the Vice President for Educational Affairs include Southern Illinois University Foundation, Alumni Services, and University Relations.

Requirements: Master's required, doctorate preferred. Prior experience in a senior level position in a university setting. Demonstrated leadership ability, experience in planning and directing capital campaigns; effective oral and written communication skills; and ability to accomplish objectives through the development and utilization of human resources. Several years in at least two of the areas described.

Applications Must Be Received By July 15, 1992. Start date is negotiable. Send letter of application, resume, and the names, addresses and telephone numbers of three references to:

Office of the President
Attn: Chair, Search Committee for
Vice President for Institutional Advancement
Southern Illinois University at Carbondale
Carbondale, IL 62901

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JACKSONVILLE STATE UNIVERSITY

Jacksonville, Alabama

Applications and nominations are invited for the position of Vice President for Academic Affairs at Jacksonville State University. Jacksonville State University, accredited by the Southern Association of Colleges and Schools, is located in the foothills of the Appalachian Mountains in Northeast Alabama approximately 100 miles west of Atlanta, Georgia and 75 miles east of Birmingham, Alabama. Situated in a community of 10,000, the University has an enrollment of 8,500 students. The Vice President is the chief academic officer of the University and reports directly to the President and is a member of the University's senior administrative team.

Responsibilities include but are not limited to providing executive leadership in the management of the academic affairs of the University; development, coordination, and evaluation of academic policies and programs in the context of the University's mission and goals; planning, goal setting, staffing, resource allocation and budgeting for the Academic Affairs division.

Candidates for Vice President should possess:

- An earned doctorate from a regionally accredited institution.
- A distinguished record of teaching and scholarly activity sufficient to warrant appointment to full professor at a regional public university.
- Significant academic administrative experience, preferably at the dean's level or higher.
- Experience in planning, development and evaluation in an academic setting.
- Demonstrated broad knowledge of current issues in higher education (i.e., budgeting, funding, grantsmanship).
- Interpersonal skills to work effectively with all constituencies and administrative units of the University to achieve the goals of the University.
- Commitment to excellence in teaching, research, public service, affirmative action, and shared governance.

The position will be available in Fall 1992. Salary is competitive.

Interested individuals should submit a letter of application, current curriculum vitae, and the names of five references including addresses and telephone numbers. Applicants should also submit a written statement of their perception of the leadership role of the Vice President for Academic Affairs position and a statement of why they are seeking this position.

Applications with supporting documents, and nomination should be submitted to Chair, VPAA Search Committee, Office of Personnel Services, Jacksonville State University, Jacksonville, Alabama 36265. The search will remain open until a suitable candidate is selected.

An Equal Employment, Affirmative Action Employer.

VICE PRESIDENT FOR ACADEMIC AFFAIRS/DEAN OF FACULTY

The Position: The Vice President for Academic Affairs is Chief Academic Officer of the College and Dean of Faculty and reports directly to the President. He/she supervises all academic administrators the Dean of the Undergraduate College, the Dean for Graduate and Continuing Education, the Registrar, the Director of the Library and Media Center, the Academic Coordinator of Computing, and the Department chairs and makes recommendations to the President in all matters concerning the appointment of the instructional staff. He/she is responsible for providing academic leadership to the faculty, encouraging faculty development, and generally promoting excellence in teaching.

Qualifications: An earned doctorate is required as are teaching and administrative experience. Candidates should be able to show a record of scholarly achievement and teaching success as well as an understanding and appreciation of Catholic higher education. Direct experience with Catholic higher education will be favorably regarded.

The College Assumption College, founded in 1904 and sponsored by the Assumption of the Assumption since that time, is an independent, coeducational, Catholic liberal arts college, with 1750 undergraduate students, 600 graduate students, 500 continuing education students, and a lifetime faculty of 115. The undergraduate college offers 23 majors in liberal arts and pre-professional programs. Graduate degrees are offered in five areas, with 12 majors and a variety of degrees and certificate programs available in Continuing Education. The campus is located on a beautiful 150-acre campus in the residential Woodland Hills section of Worcester, the city, the second largest in New England and located approximately one hour west of Boston, boasts a consortium of ten colleges and universities, an outstanding art museum and civic center, a science museum, and many other attractions.

Application Procedures: Closing date for applications is June 30, 1992. Starting date is negotiable. Salary is commensurate with experience and qualifications, and includes excellent benefits. Applications should include a personal letter of interest, a current resume, an official transcript, and the names, addresses and telephone numbers of at least three professional references.

Completed applications should be addressed to: Rev. John L. Frank, A.A., Vice President for Academic Affairs, Assumption College, 600 Salisbury Street, Worcester, MA 01610-0008. Assumption College is an equal opportunity employer.

ASSUMPTION COLLEGE

of individual and cultural diversity, international experience, leadership, and a strong commitment to the Catholic mission. In this great challenge, the candidate will be responsible for the academic affairs of the college, and for the development of the college's academic programs. The candidate will be responsible for the academic affairs of the college, and for the development of the college's academic programs. The candidate will be responsible for the academic affairs of the college, and for the development of the college's academic programs.

Residence Life/Student Life: Resident Director/Coordinator of Special Programs. Provides leadership and management for student life programs. Coordinates residence hall operations and oversees the development of student life programs. The candidate will be responsible for the academic affairs of the college, and for the development of the college's academic programs.

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EXECUTIVE DIRECTOR OF DATA SYSTEMS MANAGEMENT

Jacksonville State University

The Executive Director of Data Systems Management is responsible for the overall leadership and management of the University's academic and administrative computer support services, and the telephone system services. Under the general direction of the President, the Director provides leadership for the University in the use of computer and telecommunications technology, working closely with faculty, staff, student, and local government agency users. Duties include managing an organization of 32 employees with an operating budget of \$1.5 million. The computing environment includes ES9121, IBM 9370 serving as a nodal processor for the Alabama Supercomputer Network, DEC Micro VAX and PC networks. The telecommunications environment includes a NEAX 2400 switch and ASTRA 350 computer providing service to 2500 administrative and student users.

Bachelor's degree required, master's degree preferred; four years of computer center supervisory experience required; understanding of data systems in a complex university environment required; and ability to support and help develop instructional computing and telecommunications required.

Salary and benefits are competitive, and are contingent upon qualifications and experience.

Screening will begin by June 1, 1992 and will continue until the position is filled.

Send letter of application, resume, and the names, addresses and telephone numbers of three references to:

Chairman, Search Committee
Executive Director of Data Systems Management
Jacksonville State University
Room 329 Bibb Graves Hall
Jacksonville, Alabama 36265

JSU is an Affirmative Action, Equal Opportunity Employer.

VICE PRESIDENT FOR DEVELOPMENT

THE UNIVERSITY OF DELAWARE invites applications and nominations for the position of Vice President for Development. The University of Delaware is a state-assisted, land-grant, research university with more than 20,000 students, 3,000 employees and an alumni population totaling more than 70,000. The University's central mission is the promotion of academic excellence in an environment of equal opportunity.

Located in Newark, Delaware, a pleasant college town of 26,000 residents, the main campus is conveniently situated 15 miles from Wilmington, and halfway between New York City and Washington, D.C. There are additional instructional locations and facilities throughout the state of Delaware.

The current annual budget for the University exceeds \$300 million. The endowment was valued at \$380 million for the 1991 NACUBO Survey and was ranked thirty-first among all U.S. institutions of higher education with assets among public assisted institutions. The Vice President for Development will provide leadership to the Office of Development and the Office of Alumni Relations.

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PRESIDENT

NEOSHO COUNTY COMMUNITY COLLEGE Chanute, Kansas

Neosho County Community College is located in rural, Southeast Kansas in a town of 10,000 serving Neosho, Franklin, and Anderson Counties. The college has grown at an annual rate of 10% over the last three years. Future prospects for growth are excellent.

The President serves as the chief executive officer of the College, reporting directly to a locally elected Board of Trustees.

Candidates for the President should possess, among other qualifications:

- A leader who will work with the Board of Trustees and the College community to provide an open and objective atmosphere for policy making and participatory management.
- A demonstrated commitment to affirmative action and equity in the recruitment and retention of staff, students and faculty, and in the development of College programs, curricula and organization.
- Ability to provide positive leadership in community relations, marketing, legislative relations, fund raising, and the teaching and learning environment.
- Ability to provide a vision that looks to future opportunities and challenges for the College.
- Experience and skills in budgeting, financial management, economic development, strategic planning and organizational development.
- Experience in higher education administration.
- An earned doctorate is desired.

Salary is competitive and commensurate with qualifications and experience. Excellent benefits.

Application Procedure

Applicants for the position of President are requested to provide:

- A letter of application.
- A current résumé or curriculum vitae.

Send to: Presidential Selection Committee
 Dr. Richard Good, Chairman
 Board of Trustees
 Neosho County Community College
 1000 South Allen
 Chanute, Kansas 66720

Reviewing and screening of applications will begin on June 1, 1992. NCCC is an equal opportunity, affirmative action institution.

EXECUTIVE DIRECTOR

EDUCATIONAL OPPORTUNITY FUND

NJ Department of Higher Education

Under the general supervision of the Assistant Chancellor for Academic Affairs, and in accord with policies of the Board of Higher Education and the Board of Directors of the Educational Opportunity Fund Program, directs the statewide operation of the Educational Opportunity Fund Program. The Director heads a central staff responsible for providing support to a public policy board, and is responsible for the overall administration of the program including budget development, advocacy, and the program's campus relations, program accountability, research, and coordination with other student aid programs.

REQUIREMENTS: Master's degree required; doctorate preferred. Five years of professional experience in higher education administration, opportunity programs, educational policy analysis, planning and/or related areas.

SALARY RANGE: \$49,381-\$76,228

Resumes must be postmarked on or before May 15, 1992.
 Submit résumé to: Personnel Office-EO #2

NJ DEPARTMENT OF HIGHER EDUCATION 20 West State St., CN 842, Trenton, NJ 08625

Affirmative Action, Equal Opportunity Employer

Student Union Applications are currently being accepted for the position of Assistant Director of the Campus Activities Center at the Wichita State University Center for Urban, Community and Economic Development. The position is a state-funded position in the largest economic, cultural, and population center of Kansas. The Campus Activities Center is a student union which serves over 20,000 students and has an annual budget of over \$8 million. The assistant director will have primary responsibility for the areas of marketing, business affairs, and a large, multi-unit food service operation. However, all areas of the Center including a book store, recreation center, reservations, plant operations, personnel, and student activities. Prefer 8-10 years' management experience including budget preparation, accounting, inventory control, cost analysis, marketing, business systems. Five years' experience at management level of a high-volume food service operation and proficiency with IBM compatible computer database management and supervisory functions are required. Bachelor's degree in business or related field required; master's preferred. Salary \$28,000 minimum plus excellent benefits. Resumes should be submitted to: Director of Campus Activities Center, Wichita State University, 706 Allen Hall, P.O. Box 1780, Wichita, KS 67262-1780. Equal Opportunity, Affirmative Action Employer.

Technology Education: The Department of Technology Education, West Virginia University invites applications for a nine-month position as Assistant or Associate Professor in the Department of Technology Education. Responsibilities include teaching a graduate and an undergraduate level course in the field of Technology Education. The successful candidate will be responsible for the development and delivery of the course. The position is located in the College of William and Mary is an Equal Opportunity, Affirmative Action Employer.

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Rockford College

PRESIDENT

The Board of Trustees invites nominations and applications for the position of president of Rockford College, Rockford, IL. The position will be open in August 1992.

Rockford College is a private, independent, coeducational college with a rich 145-year heritage of providing liberal education and career preparation supported by an honors program and a chapter of Phi Beta Kappa. Rockford College also offers graduate degree programs in education and business administration with opportunities to study abroad at both graduate and undergraduate levels. Fall 1991 enrollment was approximately 700 full-time students, with a full-time equivalency of 97 students.

Rockford is the second-largest city in Illinois, with a metropolitan population of approximately 250,000, located about 100 miles northwest of Chicago's O'Hare Airport and 20 miles south of the Wisconsin border.

Candidates will be expected to possess:

- Experience as a successful independent college president with Ph.D. or equivalent.
- Thorough grounding in curricular, faculty and students issues.
- Strategic planning experience and entrepreneurial perspective.
- High energy and goal orientation.
- Strong fund-raising skills and achievement.
- Proven marketing and enrollment management experience.
- Strong team-building and communications skills.
- A participative management style.

The deadline for nominations and applications is May 15, 1992. Brief letters of nomination or interest, and all other correspondence, should be addressed to:

Lawrence E. Gloyd, Chairman
 Presidential Search Committee
 Rockford College
 5050 East State Street
 Rockford, IL 61108-2393

Rockford College is an equal opportunity employer.

Executive Director's Position

Donelson Christian Academy Nashville, Tennessee

Donelson Christian Academy (DCA), a twenty-two year old Christian school of 750 students in grades K4 through twelve, is seeking to fill the position of Executive Director. DCA places high emphasis on Christian principles, challenging academic and sports programs, and also has an extensive service and an active parent-teacher organization. Students are encouraged to excel while developing to their potential in the college preparatory program. The Executive Director will report directly to the board of directors and possess the ability to work cooperatively with the board of directors, parents, students, faculty, staff, and the community.

Duties include:
 1. Manage the school's administrative functions and implement, monitor and enhance DCA's overall academic position and spiritual growth.
 2. Nurture and enhance the Christian emphasis of the school.
 3. Promote positive public relations and build an advocacy for DCA.
 4. Take an active role in marketing and fund raising.

The ideal person must have a master's degree and experience in school administration at the school and in the community. The successful candidate should send a cover letter and résumé to: Dr. Baskin, in care of Donelson Christian Academy, 3181 Starfield Drive, Nashville, TN 37214. Deadline for accepting résumés is May 15.

Theatre: Theatre Director, Norfolk State University seeks for its academic and non-academic theatre program a theatre director with broad knowledge of theatrical styles, scenes, techniques. Duties include: teaching courses in various aspects of the theatre; planning, directing, producing, and administering of annual season; budgeting and reporting for all activities, working closely with supporting areas and personnel to assure accountability; and working with various age groups. Qualifications: At least three years' experience in musical theatre arts and related areas and MFA or MA in Theatre or equivalent degree. Experience in directing and production background required. Experience with educational theatre programs preferred. Technical theatre experience desired. Terms: Ten-month position. Salary commensurate with experience and qualifications. Evening and weekend hours mandatory. Excludes: S. State, Director of Theatre. Send letter of application, résumé, and three letters of recommendation to: Dr. Thea Thompson, Theatre School of Arts and Letters, Norfolk State University, 2401 Chesapeake Avenue, Norfolk, Virginia 23504.

Theatre Arts Assistant Professor: one-year appointment with possibility of continuation as tenure-track position; begins August 24, 1992. Ph.D. preferred with strong background in acting, success as director, demonstrated experience in teaching. Courses in theatre history, dramaturgy, acting, directing. Direct at least one play each semester and supervise one-act plays. Send curriculum vitae, three letters of recommendation, and a sample of work to: Dr. Thea Thompson, Theatre School of Arts and Letters, Norfolk State University, 2401 Chesapeake Avenue, Norfolk, Virginia 23504.

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PRESIDENT

Hudson County Community College

The Board of Trustees of Hudson County Community College seeks an extraordinary educational leader interested in an opportunity to truly make a difference in an urban community college where the richness of diversity is taken for granted. The President is the chief executive officer and reports to the Board of Trustees.

Founded in 1974, the College is an open-access, urban community college whose 2,800-student enrollment is projected to grow to 7,000 by 1995. Dispersed throughout Hudson County in northern New Jersey across the river from New York City, the College is planning new, more centralized facilities from which it will deliver university transfer, technical/vocational education, adult basic and high school equivalent, and non-credit continuing education programs to an ethnically and internationally diverse population.

The College seeks a visionary president to foster the orderly long-range development of the College, integrity, decisiveness, and the ability to motivate and listen to others who are required attributes. The President of HCCC should possess the following characteristics:

- Ability to work collaboratively to analyze current academic offerings and lead a strategic planning effort to meet the changing needs of students, the workplace, and the community.
- Ability to quickly assess the current strengths and resources of the College and, based on realistic priorities and timetables, to deploy them effectively.
- Ability to identify and develop funding sources to support desired programmatic results.
- Ability to construct a shared understanding with the Board of Trustees of the proper roles and responsibilities of each in the leadership and administration of the College.
- Experience relating positively with accrediting and licensing agencies.
- Experience building an effective administrative team and comfortable with collective bargaining in a collegiate setting.
- Ability to coordinate the consolidation and new construction of facilities.
- Superior communication capable of projecting a new image of dynamic energy and achievement for the College.

Nominations and applications should be sent to:
 Joseph S. Sherman, Secretary to the
 Hudson County Community College
 Presidential Search Committee
 500 Plaza Drive
 P.O. Box 31892
 Secaucus, NJ 07096-3189

Applications should include a current résumé and a thoughtful letter discussing the candidate's qualifications.

The Search Committee will begin reviewing applications on June 11, 1992. No candidate can be guaranteed full consideration if materials are received after that date.

Hudson County Community College is an AA/EEO Employer. This search is assisted by the Presidential Search Consultation Service of the Association of Governing Boards of Universities and Colleges.

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President EDUCOM

The Board of Trustees of EDUCOM announces the search for a President.

EDUCOM is a consortium of over 800 of the nation's leading colleges and universities which was formed in 1984 to lead and support the higher education community in taking maximum advantage of information technology in carrying out its mission. EDUCOM is a non-profit 501(c)(3) corporation, employing 24 persons with an annual operating budget of about \$5.5 million. The office is located in Washington, D.C.

QUALIFICATIONS: The ideal candidate for the position will be a experienced information technology executive who has served in senior leadership and management roles within institutions of higher education, and who will be able to formulate the vision, structure and organization, manage the enterprise, relate to all constituencies, raise funds and be an effective spokesperson and advocate for information technology within the context of higher education. An advanced degree is highly desirable as is a publication presence in the field.

PROCEDURE FOR CANDIDACY: Interested candidates should direct confidential inquiries to EDUCOM's Consultant:

Dr. Ira W. Kinsky

Post Office Box 83127

Pasadena, California 91103

ATTN: P/E

(Telephone: 818-658-3311 • FAX: 818-658-1888)

EDUCOM is an equal opportunity employer and encourages the applications of women and minorities. The search will continue until an appointment is made. Screening begins immediately. The position is available on January 1, 1993.

PRESIDENT

The Carnegie, a multi-institutional private and public art, science, performing arts and library complex in Pittsburgh. Founded in 1895 by industrialist Andrew Carnegie, the facility includes five separate components whose directors report to this position: The Carnegie Museum of Art, known for its triennial Carnegie International exhibitions of contemporary art; The Carnegie Museum of Natural History, the sixth largest museum of its kind in the country; The Carnegie Science Center, a state-of-the-art, interactive \$40 million facility which opened in October 1991; The Carnegie Library of Pittsburgh, the central city library which includes 20 branch locations; and the Carnegie Music Hall, a 2,000-seat performing arts hall. The institution is also responsible for the development of the Andy Warhol Museum, which will open in Pittsburgh in 1994. Since 1988, The Carnegie has raised \$125 million in a capital campaign.

The role of the President is to provide leadership for all divisions and to coordinate the overall fund raising, strategic planning, and fiscal management of the institution, which has annual expenditures of approximately \$50 million and a staff of 1,600 full- and part-time employees.

Candidates should have a successful track record in fund raising, community and government relations, and long-range planning. They should be adept at working with a large board and be able to effectively represent and involve the institution on a local, state, national, and international level. Applicants should have a strong scholarly background as well as considerable administrative experience. Applications should be submitted by June 30 to Chairman, Search Committee, The Carnegie, 4400 Forbes Avenue, Pittsburgh, PA 15213.

Presidential Search Committee Chair: Attention: Mr. Jeri Hillon (CHS), Labette Community College, 201 South Fourteenth, Parsons, Kansas 67357.

All inquiries, nominations and applications will be held in strictest confidence. Labette Community College is an equal opportunity institution and does not discriminate on the basis of race, color, gender, religion, age, national origin, disability, or sexual orientation. For additional information, contact Wayne Newton, Search Consultant for the Association of Community College Trustees (ACCT), Telephone: (319) 454-6111; fax (319) 454-0034. An ACCT Search.



President LABETTE COMMUNITY COLLEGE Parsons, Kansas

The Board of Trustees of Labette Community College invites applications and nominations for the position of President. The President is the chief executive officer and reports to the Board of Trustees. The President is an individual who is committed to the comprehensive development of the college.

CHALLENGES AND OPPORTUNITIES

In the next five to ten years, the new President will be expected to address several challenges including:

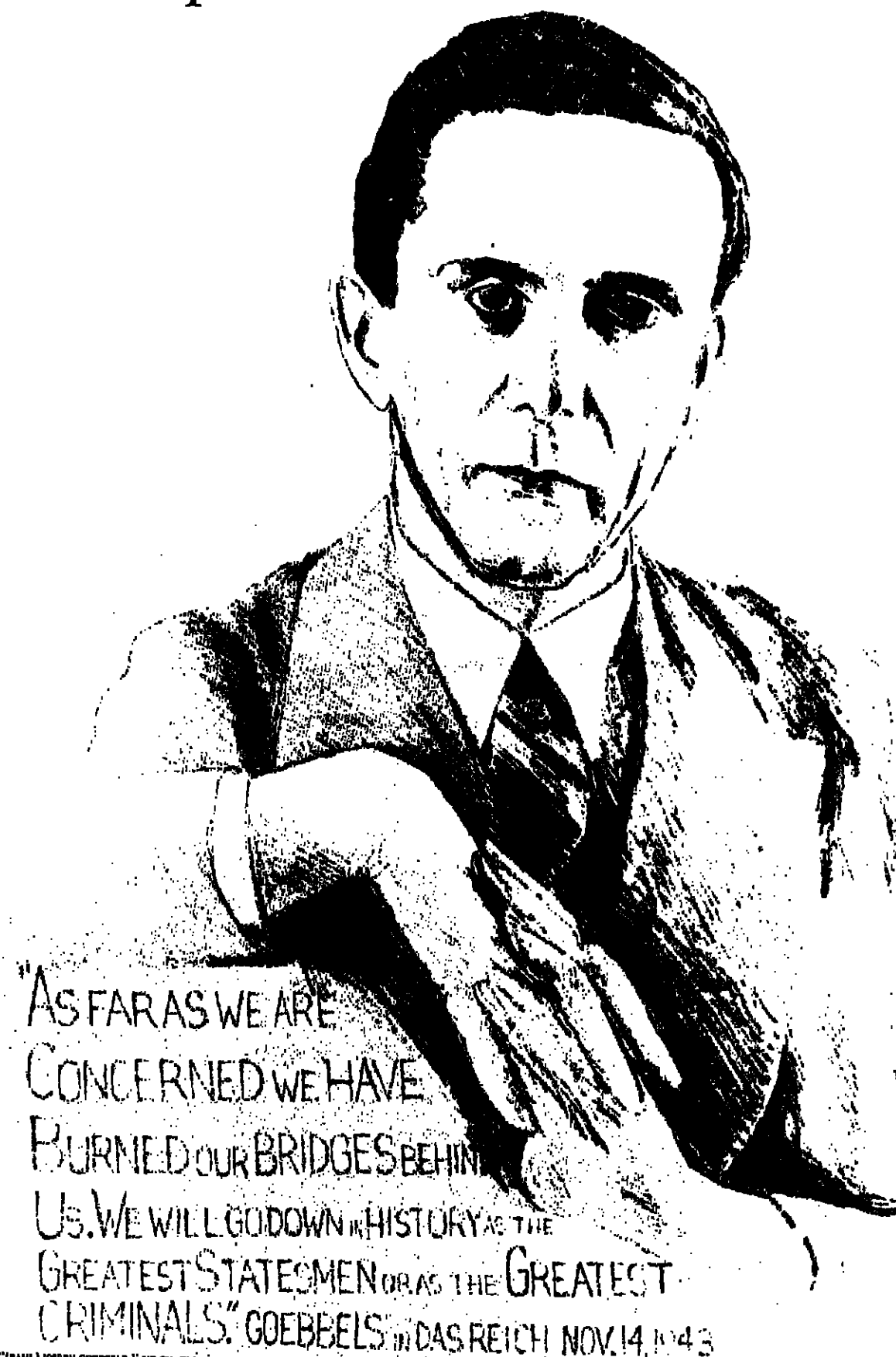
- **External Relations**
The new President will be expected to develop effective linkages and communication with the Kansas Legislature and the local business and industry sectors. The President will be expected to increase the college's visibility and to develop a strong relationship with the local business and industry sectors. The President will be expected to increase the college's visibility and to develop a strong relationship with the local business and industry sectors.
- **Board Leadership and Development**
The new President will be expected to develop a strong relationship with the Board of Trustees and to lead the Board in its efforts to improve the college's performance. The President will be expected to increase the Board's effectiveness and to develop a strong relationship with the Board of Trustees.
- **Internal Leadership**
The new President will be expected to develop a strong relationship with the faculty and staff and to lead them in their efforts to improve the college's performance. The President will be expected to increase the faculty and staff's effectiveness and to develop a strong relationship with the faculty and staff.

PREFERRED QUALIFICATIONS
The new President of Labette Community College will be expected to have a record of accomplishment and experience in education with community college experience.

Leading candidates will be expected to have a record of

End Paper

The People Who Made Hitler Possible



I AM A SECOND GENERATION AMERICAN, an artist, and a Jew. I saw combat in World War II and knew first hand the evils of Nazism and the need to defeat its policies of world domination and genocide. For years I have struggled with the question of how I, as an artist, could deal visually with the atrocities of the Third Reich in a meaningful way. It was frustrating because I believe nothing could equal the truths of documentary, still, and motion-picture photography that revealed the horror of the camps and victims. . . .

In 1990, after extensive research on the Nazi era, "Perpetrators" began to take shape. Rather than depicting victims, I decided to portray the people who made Hitler possible. I began to focus mainly on a representative group of men who helped Hitler to power and implemented his policies.

These perpetrators came from every facet of life: law, education, the military, industry, finance, medicine, religion, science, journalism, and art. They were mainly men of position and education.

By using period photographs, together with biographical text as integral to the drawn portraits, I satisfied the twin poles of my aesthetic and didactic interests: work that achieves a formal coherence and at the same time has educational impact.

It is my hope to provoke the audience to think critically about the present by remembering a past when a single tyrant was joined by a cadre of men in perpetrating evil across the world.

"The Perpetrators," an exhibition of 43 drawings and lithographs and a series of three-dimensional works by Sid Chafetz, emeritus professor of art at the Ohio State University, will be at the Upper Arlington Municipal Center, Columbus, through June 15. The exhibition, organized by the municipal center, will then travel to other places, including the Miami University Art Museum, Oxford, Ohio (March-May 1993). The text above is excerpted from the artist's statement for the exhibition.

RUSSELL F. MCENRIGHT

Information Technology

Free-Net Helps Case Western Fulfill Its Community-Service Mission

CLEVELAND When residents of the Cleveland metropolitan area want information, they call up the Free-Net. No matter what they are seeking—answers to questions about AIDS, the telephone number of their Congressman, Bill Clinton's views on education—the community computer network will probably have the information.

The Cleveland Free-Net is an electronic system with data bases in more than 350 areas, including arts, education, government, health, law, and recreation. The system offers users electronic mail, discussion groups, and ask-an-expert services, as well as schedules of community events, directories, and the like.

Available 24 Hours a Day

Anyone with a computer and a modem can gain access 24 hours a day without charge to any information or service on the network. For those who do not have computers at home, at school, or in their offices, machines are available in the public library.

The Cleveland Free-Net, the nation's first public computer system, has been operated by Case Western Reserve University since 1986.

"The university has teaching and research and community service as its missions," says Thomas M. Grundner, director of the university's community telecomputing laboratory, who developed the network. "One area where the university was remiss is community service."

"We took the information service we had and, instead of keeping it turned in on the university, turned it out on the community."

Case Western Reserve's success with community computing prompted the university to start Medina County Free-Net, a rural extension of the Cleveland system. Other institutions have developed similar systems. Youngstown State University started the Youngstown Free-Net. Bradley University operates the Heartland Free-Net, and the University of Cincinnati sponsors Tri-State On-line.

Today, says Mr. Grundner, institutions in 20 other communities in the United States and abroad have established committees to organize networks. He expects 10 networks to go on line this year.

In 1989 Mr. Grundner established the National Public Telecomputing Network to turn the community networks into a national system. The non-profit organization, which is not affiliated with Case Western Reserve, is modeled after National Public Radio and the Public Broadcasting Service.

A Humble Bulletin Board

"We're at a point in this country where computer literacy is high enough and equipment is cheap enough that you are now starting to see a demand for the development of free public-access community computer systems," says Mr. Grundner, the president of NPTN. "We want to give the community access to technology."

Cleveland Free-Net dates to fall

1984, when Mr. Grundner, who was working for the Department of Family Medicine, set up a computer bulletin board to stay in touch with the clinics around town where his students were being trained. Citizens found the bulletin board and began posting messages.

"I had all these lay people crashing my humble bulletin board," Mr. Grundner says. "They saw physicians all over the place and started posting medical questions. Some physicians would see them and answer."

Mr. Grundner set up a more sophisticated bulletin board, which he called St. Silicon's Hospital and Information Dispensary, and wrote

an interactive computer program called "Doc in the Box." The program let Cleveland residents call in by modem to the bulletin board and leave questions. These were answered within 24 hours by a board-certified family physician.

"The system blew off the wall. We were running back-to-back calls," Mr. Grundner remembers.

St. Silicon's became the Cleveland Free-Net in 1986. The system, which soon had more than 7,000 users in the metropolitan area, handled between 500 and 600 calls a day on 10 telephone lines.

Three years later, Case Western Reserve expanded the Free-Net to 48 lines and connected it to the

campuswide information system and to the Internet, a global network of networks.

Today, the Cleveland Free-Net is a major communications and information resource for northeastern Ohio. It has 30,000 registered users, about 3,000 of them university students. Its 88 telephone lines handle 6,500 calls a day.

Volunteer Help Is Important

Mr. Grundner says the key to operating a successful community network is volunteer help. "Everything that appears on the computer is there, because there are individuals or organizations in the community who are prepared to contribute their time, effort, and expertise to place it there and operate it," he says.

The Cleveland network is run by about 300 volunteer systems operators, called "sysops." For the most part, they are professionals—doctors, lawyers, and educators—or hobbyists who are expert in some particular area.

Mr. Grundner says the Free-Net has introduced many people to telecommunications who would not otherwise have had an opportunity to get involved. "We draw as many users out of the demographically blue-collar areas of the city as we do out of the wealthier sections," he says. "If telecomputing is to succeed, you have to penetrate the blue-collar classes."

—BLVERLY T. WATKINS

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Government & Politics

Does Education Act Offer an Undeserved Bonanza or a Disappointment to Middle-Class Families?

A classic debate rages; some observers warn that low-income families will be the losers

By THOMAS J. DeLOUGHRY

WASHINGTON
In their effort to reauthorize the Higher Education Act, members of Congress have been so eager to meet their middle-income constituents' demands for more student aid that some educators think low-income students could be hurt in the process.

Still others say supporters of the reauthorization bills exaggerate the amount of new aid that will be available to middle-income families under current budget conditions.

Supporters of the legislation argue that middle-income families are having trouble paying for college and that helping them will increase political support for student aid—support that will translate into larger appropriations benefiting the poor, as well.

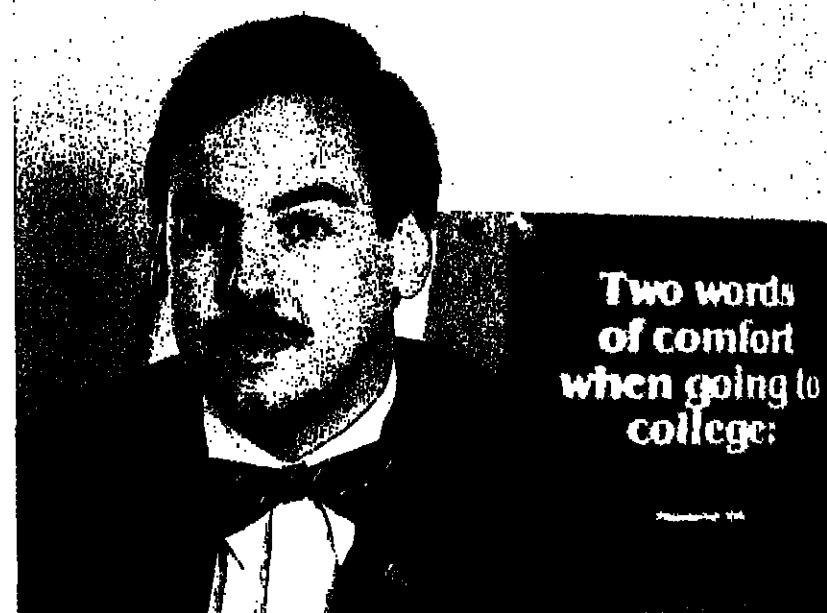
The House of Representatives' reauthorization bill promises to expand Pell Grant eligibility to families earning as much as \$49,000, from the current \$35,000. It also would provide loans to all students regardless of their income. And both the House and Senate bills would make more students eligible for all types of aid—or increase the amount they receive—by making changes in the complicated system that the government uses to decide who is needy.

A Heavy Dose of Politics

The measures are part of the classic "access vs. choice" argument that marks every debate over student-aid policy. That argument is over the question, Should the government concentrate aid on the neediest students to help them attend a college, or should it help middle-income students go to the college of their choice?

In this election year the debate has been affected by a heavy dose of politics, as both Democrats and Republicans try to portray themselves as helpers of the middle class.

Many thought Congress would avoid one major access-vs.-choice fight when higher-education associations agreed last



David S. Levy, director of financial aid at the California Institute of Technology: "My concern is that we're going to end up disenfranchising the lower-income student."

year on a formula for distributing Pell Grants, and lawmakers incorporated it in their bills.

Lower-cost public colleges and higher-cost private institutions supported the plan because it promised eligible students a basic grant plus additional funds to pay at least a quarter of their tuition. The Senate bill proposed a basic grant of \$2,300 and up to \$1,300 for tuition in 1993-94, while the House legislation proposed \$2,750 and up to \$1,750.

But two recent actions caused cracks in the compromise. Lawmakers' rejection of an "entitlement" measure that would have required full financing of Pell Grants and their opposition to using Defense Department savings for domestic programs have made it clear that Congress will not be able to afford even the \$3,600 Pell Grant.

Some private-college officials, who now expect Pell Grants to be close to the present limit of \$2,400, say they are unhappy

with the expected effects of the formula those levels. The officials note that House legislation does not say how the formula would be applied for grants that are less than \$4,500, while the Senate bill would make the formula less sensitive to tuition for grants below \$3,600.

At the same time, the Senate bill would guarantee that no one who now receives \$2,400 would have the grant reduced under the new formula. And it would eliminate a measure that hurts many public-college students by limiting the largest grant to 10 percent of college costs. Both changes the private-college officials say, would provide a disproportionate benefit to public-college students.

Lawmakers will convene a conference committee to develop a compromise between the House and Senate bills. Representatives of public and private colleges have been meeting in Washington to develop a new Pell Grant formula that they agree on.

"We all hope we will come up with a compromise formula that does involve tuition sensitivity," said Richard F. Roseberry, president of the National Association of Independent Colleges and Universities. Private colleges are spending \$4-billion a year on student aid and need more help from the federal government, he said.

Concern for Needy Students

Public-college officials, though, are reluctant to make concessions that would take funds from needy students at low-cost colleges.

"We think that we need to take care of the access problem," said James B. Appleberry, president of the American Association of State Colleges and Universities. "That's best done if you direct the dollars to the lowest-income students. The program that Pell Grant becomes, the less it needs to be tuition-sensitive."

Regardless of whether tuition becomes a factor, the program will be tuition-sensitive. Continued on Page A23

AN 'EDUCATION GOVERNOR'?

Amid Some Grumbling, Clinton Wins Praise for His Reforms of Arkansas Education

By GOLDIE BLUMENSTYK

LITTLE ROCK, ARK.
Bill Clinton, the probable Democratic Presidential nominee, can lay honest claim to the title "education governor," educators here say.

Since recapturing the Arkansas Governor's office in 1983, Mr. Clinton has made education the central focus of his administration and has built a substantial record. At his direction, the state raised teacher salaries and required teachers to pass a competency exam to keep their jobs. Arkansas instituted standards that required all public schools to offer college preparatory courses in mathematics and sciences and pushed laws to make colleges accountable for what their students learn.

Mr. Clinton has encouraged students to go to college by establishing new scholarship programs, revamping technical colleges, and sponsoring annual receptions for high-school valedictorians.

Two of the three times he tried, Governor Clinton even managed to get money for his reforms by pushing tax increases past a stubborn General Assembly.

Questions About Taxes

Despite the progress, it is uncertain whether Mr. Clinton's reforms, particularly in higher education, have made a difference. Some here say that his reluctance to challenge powerful business interests, particularly in the poultry and natural-gas industries, led him to depend too heavily on regressive sales taxes to finance those reforms.

The one time he did raise corporate taxes, in 1991, the result was a modest half-per-cent increase, tied to an overhaul of technical schools that had been sought by business and industry.

Even with the tax increases, some higher-education officials say their institutions lack the resources to pay premium salaries or acquire special equipment or materials. Governor Clinton has increased state spending on research, but Arkansas cannot afford the extensive array of research programs that have helped other Southern states, such as North Carolina and Virginia, attract high-technology industries. And supporters of the



Even with tax increases that the Governor pushed past a stubborn legislature, some college officials say their institutions lack the resources to pay premium salaries or acquire special equipment or materials.

state's public black college grumble that the Governor has not fervently championed their institution's needs.

"The core of what we have is probably very decent," says Gary D. Chamberlain, director of the Arkansas Institute for Economic Advancement. Colleges and universities have enjoyed some good years financially, he says, but, on the whole, "we're not well-funded. It's not something new for us. We never have been."

Many of Best Students Eschew State Colleges

Some public-college faculty members also question whether Mr. Clinton could have accomplished more before 1991, the year many of his higher-education programs were finally passed and financed.

"We'd been disappointed until this year," says Thomas R. McKinnon, an economics professor at the University of Arkansas at Fayetteville.

State officials themselves concede that many of the state's best students eschew Arkansas public colleges. About 15 per cent of the high-school graduates pursue their higher education outside the state—just as Governor Clinton did. Mr. Clinton is a graduate of Georgetown University and studied at Oxford University as a Rhodes Scholar before receiving his law degree from Yale University Law School.

Bill Clinton was first elected Governor in 1978. He was defeated in 1980 (the term changed from two years to four in 1986), and was elected again in 1982. After assuming office in January 1983, Mr. Clinton began a decade-long crusade to improve education in the state.

Sweeping Package of School Reforms

The efforts were prompted in part by an Arkansas Supreme Court ruling that struck down the state's formula for financing its public schools. The Governor's wife, Hillary Rodman Clinton, a lawyer who, like her husband, taught briefly at the University of Arkansas law school in the mid-1970's, chaired a key committee that helped develop many of the new school rules.

The result was a sweeping package of school reforms, financed with a one-cent increase in the state sales tax. Continued on Page A26

Court Won't Reconsider Decision Making It Difficult for Public Colleges to Offer Minority Aid

By SCOTT JASCHIK

The full U.S. Court of Appeals for the Fourth Circuit has refused to consider an appeal of a decision that many educators believe would make it difficult for states or public colleges to offer scholarships that are restricted to members of certain ethnic or racial groups.

A three-judge panel of the court ruled earlier this year that past discrimination by a state did not necessarily justify offering minority scholarships. The ruling is believed to have been the first from the appellate level dealing with the issue.

Many public institutions in the 19 Southern and border states that at one time operated racially segregated higher-education systems now offer minority scholarships as part of plans to attract black students to formerly all-white institutions. Some states also offer minority scholarships.

Options for University

The case involved a scholarship program for black students at the University of Maryland at College Park. A Hispanic student there, Daniel J. Podberesky, sued the university after he enrolled in 1989,

charging that the scholarship program denied him his Constitutional rights to equal protection.

Last year, a district court ruled in the university's favor, citing Maryland's past segregation as one justification of a scholarship program reserved for black students. But the three-judge panel of the appeals court said that past discrimination alone was "not sufficient." To offer a mi-

decision on the legal standard to the Supreme Court.

Kathryn R. Costello, vice-president for institutional advancement at College Park, said last week that no decision had been made.

Many college officials have been watching the case, fearing that the high standard set by the appeals court could make it difficult for any college to justify having a mi-

"There seems to be a rather dramatic clash between sound educational policy in this area and what seems to be the current state of the law."

nority scholarship program on that basis, it said, a college or university must demonstrate "some present effect of this past discrimination that the program is designed to redress."

The university, which had asked the full appeals court to consider the case, now has two options: It can return to district court and try to meet the more difficult legal standard set by the appeals court to justify the program, or it can appeal the

nority-scholarship program. Sheldon E. Steinbach, general counsel for the American Council on Education, said: "There seems to be a rather dramatic clash between sound educational policy in this area and what seems to be the current state of the law."

The council filed a brief on behalf of the University of Maryland in the most recent appeal, and Mr. Steinbach said it would probably help the university with a

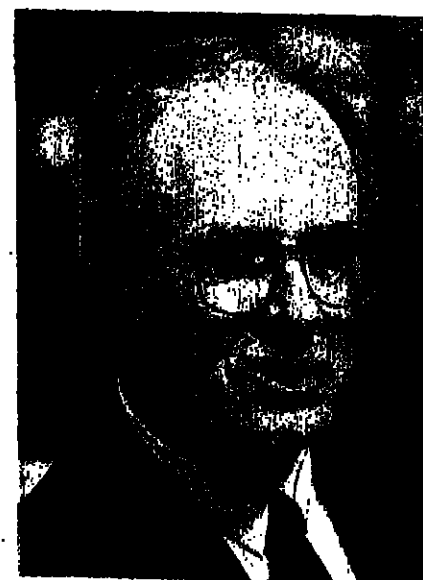
Supreme Court appeal, as well. But he said he was not optimistic that the Supreme Court—given its current make-up—would overturn the appeals-court ruling.

'This Bodes Very Well for Us'

Mr. Steinbach also said the ruling, and the Fourth Circuit's refusal to reconsider it, could strengthen the hand of Education Secretary Lamar Alexander, who is preparing guidelines for colleges to follow on minority scholarships. A proposed version of those guidelines, released late last year, would bar most minority scholarships.

Richard A. Samp, a lawyer for Mr. Podberesky, said he was delighted by the latest turn of events. He predicted that—one way or another—the university would be forced to abandon its scholarship program for black students. Mr. Samp is chief counsel to the Washington Legal Foundation, a group that has been fighting minority scholarships.

"Given that the Fourth Circuit in recent years has switched from a liberal court to a conservative court, and that that is mirrored on the Supreme Court, this bodes very well for us," he said.



Richard F. Roseberry, the head of NAACU: "We all hope we will come up with a compromise formula that does involve tuition sensitivity."



James B. Appleberry of the Association of State Colleges and Universities: "The lower that Pell Grant becomes, the less it needs to be tuition-sensitive."

A Classic Debate Rages Over Higher-Education Act

Continued From Page A22

major factor in the Pell Grant formula, many student-aid officers are uncomfortable—in the current budget climate—with efforts to add more middle-income families to the program. Every additional recipient makes it more expensive for Congress to raise the maximum Pell Grant by even as little as \$100, they say.

David S. Levy, director of financial aid at the California Institute of Technology, said lawmakers should not "open the floodgates" on the Pell Grant program. "Where's the money going to come from? My concern is that we will end up disenfranchising the lower-income student."

Bush Favors Neediest

But Phyllis J. Williams, senior vice-president for financial affairs at Antioch University, said middle-income students deserve more grants because they do not qualify for many private scholarships that are reserved for the poor. "We're really hurting the middle-income people," she said.

The Bush Administration has said that grants should be reserved for the neediest students. It has proposed a plan to increase grants to as much as \$3,700 by tightening eligibility rules to eliminate 400,000 recipients, and by eliminating or shrinking four other aid programs.

Paul G. Aasen, director of financial aid at Gustavus Adolphus Col-

lege, does not endorse the Administration's plan, but he agreed that Congress should concentrate grants on those in greatest need. He pointed out, however, that Congress will not admit as many middle-income families to the Pell Grant program as those families have been led to believe.

The income ceiling rises and falls with the size of the grants, he noted, so the top income is likely to be much lower than the much-publicized \$49,000 level that would have been associated with a \$4,500 Pell Grant. "My greatest concern is the misconception the public has when they're led to believe things are going to be hunky-dory," Mr. Aasen said.

He acknowledged that many middle-income students would be admitted to the Pell Grant program because of proposed changes in the "needs analysis" system that is used to determine a family's ability to pay for college.

One major proposal would remove from the eligibility formulas a family's equity in its home or farm. The House has proposed excluding equity from aid calculations for all families, while the Senate would exclude it for families earning less than \$50,000.

The provisions are the result of loud complaints from middle-income parents who charge that current eligibility formulas are unfair.

They reject the idea that they should sell their homes or take sec-

ond mortgages to send their children to college.

Some aid officers argue that excluding equity would cause the government to award more aid to a family that has bought a house than it would give to another family of the same income that rents an apartment and saves for college.

The two reauthorization bills contain several other needs-analysis changes that some college officials say should be reconsidered in

"We like the idea of a universal, unsubsidized loan program, but we would first like to see increases in Stafford-loan limits."

light of budget constraints. They argue that many of the measures would expand aid eligibility for the middle class but do little for the neediest students, who already qualify for the maximum amount of aid available.

The House bill would allow families to exclude more of their savings from aid calculations, eliminate the minimum contribution that every student is expected to make toward college expenses, and drop the student's contribution from 70 per cent of earnings to 50 per cent.

The Senate bill would lower to 50 per cent the proportion of earnings that first-year students must contribute, and reduce the proportion

of income that parents must contribute.

Mark Heffron, assistant vice-president for financial-aid services at the American College Testing Program, has concluded that most of the "big winners" under the proposals would be applicants whose parental income, home equity, and personal income are higher than average. He defined big winners as those who would be expected to pay at least \$1,000 less for college than they do under current law.

Writing in a recent ACT newsletter for aid officers, Mr. Heffron

said that making it easier for families to show that they are needy would mean nothing if the government did not have more money for aid. "Instead, the relative leniency will simply make it more difficult to identify those who are most in need of help," he wrote.

Many college officials have fewer qualms about Congress's plans for opening the loan programs to more middle- and upper-income families. The House has approved a new Stafford loan program that would be available to all students. The Senate has voted to expand the Supplemental Loans for Students program to include all credit-worthy students.

The Bush Administration has

sent mixed signals about loans. It is not based on need. The President this month proposed loans up to \$25,000 for all Americans through the Student Loan Marketing Association, but he gave no details about the terms of the loans or the cost to the government.

Before announcing its program, the Administration blasted sponsors of the House reauthorization bill for including a subsidized interest rate in the new Stafford program and for providing aid to those "most able to pay."

Some observers acknowledge that the proposals for providing loans to the middle income are relatively low in cost, but they say Congress should use the money to raise borrowing limits for needy students in the existing Stafford program. The Senate has approved increases of \$375 to \$1,500 a year, but the House bill would freeze the limits at the current levels of \$2,625 for freshmen and sophomores, \$4,000 for other undergraduates, and \$7,500 for graduate students.

"We like the idea of a universal, unsubsidized loan program, but we would first like to see increases in Stafford-loan limits," said Selig Dong, legislative director of the United States Student Association.

Policy makers do not appear willing to modify much of what they've done.

Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education, said he understands the criticism. He suggested that the critics do not understand politics. Increasing aid for middle-income families, he said, "is a very important political issue for us."

Politically Unpalatable

Rep. William D. Ford, Democrat of Michigan and chief sponsor of the House reauthorization bill, has two reasons for supporting more aid for middle-income students, Mr. Wolanin explained. "People beyond those who are desperately poor have legitimate needs," he said. "And these programs will never survive politically if they are on an extremely narrow base of people in extreme poverty."

Mr. Wolanin acknowledged that admitting more students into the Pell Grant program would make it more expensive for the government to raise the amount of aid grants. But he said the argument in favor of limiting the number of recipients so that the maximum grant can be increased more easily has not met with much success.

"We haven't done very well with that scenario in the last 10 or 12 years in terms of how rapidly the maximum has grown," he said. The maximum Pell Grant is \$2,400 and will remain level for the 1992-93 academic year, up from \$1,800 in 1982-83.

Mr. Appleberry of the state-college group agreed that Congress should adjust the needs-analysis system for middle-income families and should provide loans for them. He acknowledged that the 1990 budget is tight, but said policy makers should proceed with changes that will build support for additional spending in the future.

Said Mr. Appleberry: "We move on those things you can accomplish this year."

Government & Politics

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Crucial Differences Seen in Senate and House Bills to Reauthorize NIH

By STEPHEN BURD

WASHINGTON
Controversies over research involving sexuality and fetal-tissue transplantation have dominated the debate on the reauthorization of the National Institutes of Health. But many science-policy experts believe several other important provisions in the House of Representatives and Senate versions of the bill merit attention.

The House version would:

- Make permanent an Office of Scientific Integrity in the Office of the Director of the NIH.

- Require the Secretary of Health and Human Services to develop criteria for the protection of those who report scientific misconduct or who cooperate in investigations of it. It would also penalize universities and other research organizations that retaliate against whistleblowers.

- Require the Secretary to issue regulations specifying the circumstances that constitute conflicts of interest for scientists and order the Secretary to establish criteria for preventing such conflicts.

- Set a limit of 26 per cent on the administrative portion of the indirect costs of NIH-supported research.

- Make it a federal crime to break into facilities to halt or disrupt research using animals.

The Senate version is silent on those issues, but it, unlike the House version, would create a matching-grants program at the NIH for the construction and maintenance of biomedical- and behavioral-research facilities.

Providing 'Leverage'

While biomedical-research lobbyists for the most part favor the Senate version of the bill for what it leaves out, some critics of higher education say that the stricter provisions in the House bill on scientific misconduct, conflicts of interest, and indirect costs would insure that scientists act honestly.

In a letter to Sen. Edward M. Kennedy, the Massachusetts Democrat who chairs the committee with jurisdiction over the NIH, the consumer activist Ralph Nader wrote: "Legislation on the House side will give the NIH and Congress leverage to protect the public interest in maintaining objectivity and scientific integrity in the clinical testing of pharmaceuticals and other biomedical products."

Another critic, Leonard Minsky, executive director of the National Council for Universities in the Public Interest, a group that Mr. Nader helped found, says that Congress's final bill should include the provision on indirect costs. "This seems to be a rare instance," he says, "in which Congress has been responsive to the public interest in university accountability."

Supporters of the Senate bill say that while issues like scientific misconduct, conflicts of interest, and limits on indirect costs are important, those issues should not be taken up by Congress. Instead, they say, such issues should be dealt with in a collaborative effort between the agencies involved and the scientific community.

"We believe that universities should retain legitimate authority and control over these issues," says Maureen K. Byrnes, director of federal relations for biomedical policy at the Association of American Universities.



Barbara C. Hansen of the U. of Maryland: "I believe that there is a federal role in policing science, but it should only be in major cases of substantial research fraud."

important that the scientific community retain its ability to police itself.

"I believe that there is a federal role in policing science, but it should only be in major cases of substantial research fraud," she says. "I think the primary role for the initial inquiry and investigation

for both misconduct and fraud should remain with the research institutions."

On a less controversial note, David B. Moore, assistant director of governmental relations at the Association of American Medical Colleges, says he is pleased that both the House and Senate bills in-

clude provisions related to government support for building or renovating research facilities. The Senate bill sets up a grant program for building and maintaining facilities that would require applicants' proposals to undergo peer review. The House bill includes—in its indirect-cost provisions—a measure that would allow the NIH to support building new facilities if the Secretary provides certification that the new facilities would be necessary to NIH research.

Mr. Moore says his association supports the Senate version, which is less conditional than the House version.

The Department of Health and Human Services has come out against both the House and Senate bills for attempting to "micro-manage" the NIH and in many cases duplicating efforts already undertaken by the department. Department officials note, for example, that the Administration is already working on new limits on indirect costs.

Some biomedical-research lobbyists also question the duplication. Says Roger J. Bulger, the president of the Association of Academic Health Centers and a member of the Advisory Committee on Scientific Integrity of the Public Health Service: "I don't see the need for new legislation on questions of scientific integrity because we've been dealing with it in our committee."

Group With Diversity Policy Similar to Middle States' Prepares for U.S. Review

By SCOTT JASCHIK

WASHINGTON
Round 1 of the accreditation war over "diversity standards" ended earlier this month. Round 2 begins next week.

In Round 1 the Education Department delayed the renewal of federal recognition for the Middle States Association of Colleges and Schools, citing the group's diversity standards, under which accreditation reviews included evaluations of colleges' records on recruiting minority students and faculty members.

Periodic Reviews Held

Education Secretary Lamar Alexander renewed the recognition this month only after Middle States made the controversial standards optional.

Accrediting groups come up for periodic review before the department. Next week will see the first review, since the Middle States controversy broke more than a year ago, of an accrediting organization with a similar diversity policy.

The group is the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, which accredits about 150 two-year colleges in California, Hawaii, and the Pacific Islands. It is approaching the review with no intention of changing its diversity standards.

John C. Petersen, the commission's executive director, says that since his group's standards are similar to those of Middle States,



John C. Petersen of the Western Association: "If it's part of a politically motivated agenda, there's nothing I can do about it anyway."

he will not be surprised if the Education Department tries to take some action against the organization. Mr. Petersen says department officials have already asked him to provide them with examples of how Western has used its standards in reviewing colleges.

Defending the Standards

He says that he will defend the standards to Education Department officials, and that his membership does not want to back down. As to the threat of a delayed recognition, Mr. Petersen says he will take his chances. "If it's part

of a politically motivated agenda, there's nothing I can do about it anyway," he says.

Education Department officials would not comment on what stance they will take on Western. Traditionally, members of the department staff release a report on accrediting groups, with a recommendation, at meetings of the National Advisory Committee on Accreditation and Institutional Eligibility, which reports to Secretary Alexander. The meeting on Western is to be held next week.

One key difference between

Middle States and Western is that the latter's diversity standards are not known to have caused controversies on campuses. Much of the criticism over Middle States came from the way it applied its standards at Bernard M. Baruch College of the City University of New York and at the Westminster Theological Seminary in Pennsylvania. Critics said—and Middle States denied—that the accrediting group was encouraging the use of quotas at Baruch and interfering with religious freedom at Westminster.

Opposition in California

Mr. Petersen says no one has complained about his group's standards. Officials of the National Association of Scholars, a group that organized much of the opposition to Middle States, say they, too, know of no complaints about Western. (The diversity standards of Western's four-year division have sparked opposition, particularly among some religious colleges in California, but that division will not be up for review until 1994.)

Despite the lack of controversy, critics of such standards say the Education Department should still question Western's approach. Stephen H. Balch, president of the National Association of Scholars, says the "potential" for problems exists, even if no one has complained.

Mr. Balch says the way the Education Department handled Middle States "provides a good working precedent for Western."

WASHINGTON UPDATE

- Administration considers new policies on donations to colleges
- 8 Lawmakers ask Alexander to delay guidelines on minority aid
- Three newspapers sue arts endowment over closed meetings

Bush Administration officials are considering proposals to monitor tax deductions taken for donations to colleges and other charitable organizations.

Among the ideas under consideration are:

- Allowing deductions for contributions of gifts greater than \$100 only if the recipient provides a formal acknowledgment.

- Requiring colleges and other non-profit organizations to tell donors the share of contributions that is used to pay for services, such as a dinner attended by the donor. Such portions of gifts may not be deducted.

- Imposing new penalties on non-profit groups that make false statements about donations.

College officials said they had no objections to the proposals.

Eight members of Congress have asked Education Secretary Lamar Alexander to hold off on issuing guidelines for colleges to follow on scholarships that are restricted to members of certain ethnic or racial groups. The eight lawmakers, who

have requested a study on minority scholarships by the General Accounting Office, said that Mr. Alexander did not have enough information to announce guidelines. More study is needed on the availability of minority scholarships and the probable effects on students of eliminating the awards, they said in a letter to the Secretary.

Late last year Mr. Alexander issued a preliminary version of his guidelines. The proposed statement would bar minority scholarships in most cases.

A spokesman for the Education Department said last week that Mr. Alexander was reviewing the letter and had no comment on it.

Among the eight members of Congress who wrote the letter, all Democrats, were the chairmen of the Judiciary Committees in both the House and Senate and the committees in both houses with jurisdiction over education programs.

Three newspapers sued the National Endowment for the Arts in federal district court last week, demanding that all meetings of the endowment's advisory board be open to the public.

The Presidentially appointed board, the National Council on the Arts, holds open meetings at which members discuss endowment policies and grant proposals. But council members also hold closed meetings with endowment staff members, usually the day before a public meeting.

The *New York Times*, *The Washington Post*, and *The Philadelphia Inquirer* charged in their suit that those sessions violated federal open-meetings laws. The endowment issued a statement saying that it believed it was following the law and would wait for a court ruling on the matter.

Portions of the meetings of the National Council on the Humanities, the advisory board for the National Endowment for the Humanities, are also closed to the public. An NEH spokeswoman declined last week to say why portions of the meetings were closed or to comment on whether the arts-endowment suit would affect the NEH.

A spokesman for *The Washington Post* said the newspaper believed agencies other than the arts endowment violated the law, but that at this time, the suit would remain focused on the NEA.

—SCOTT JASCHIK

Clinton Wins Praise, Some Criticism, for Education-Reform Efforts in Arkansas

Continued From Page A23

which brought it to 4 per cent. Most of the money went toward public schools, with noticeable results. In 1982, 35 per cent of all high schools didn't offer advanced mathematics, 32 per cent didn't offer chemistry, 54 per cent didn't offer physics, and 47 per cent didn't offer foreign languages. Today all high schools offer those subjects.

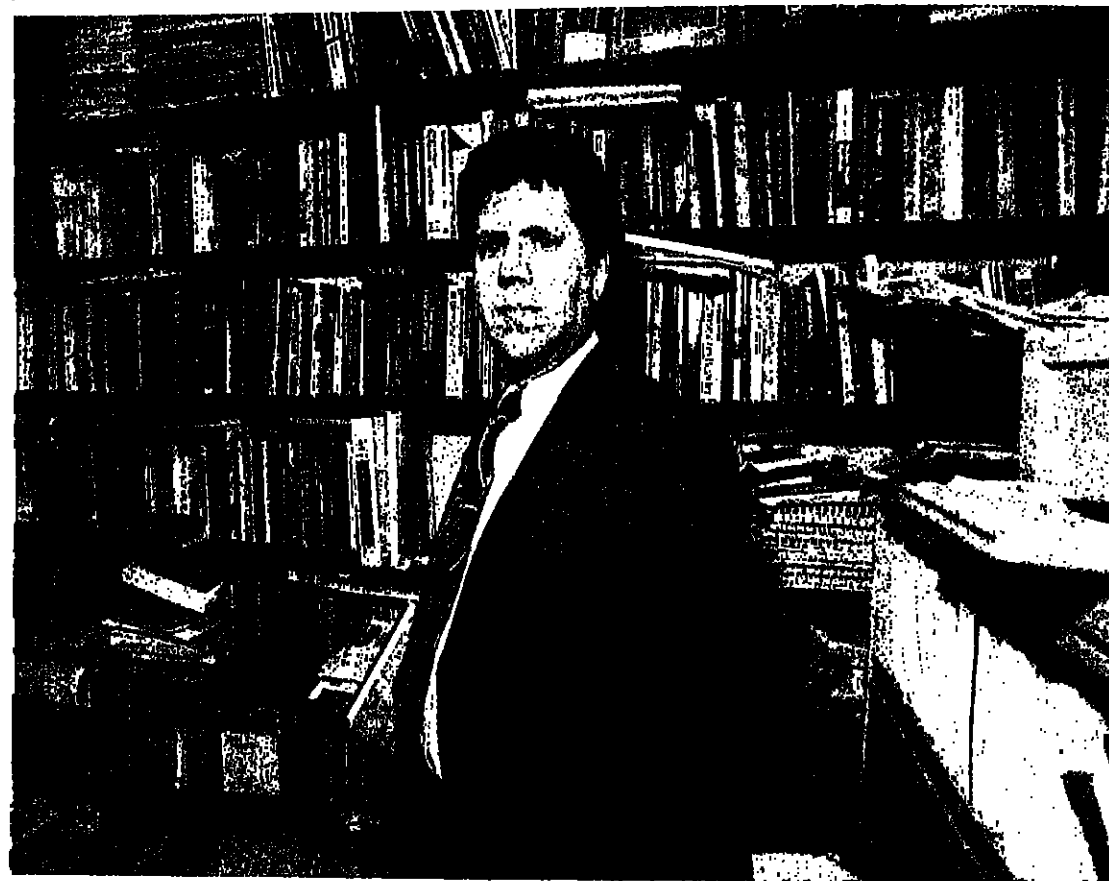
The Governor's supporters say those early efforts have helped higher education by better preparing students for college. "He's concentrated on the supply side," says Diane Blair, a friend of Mr. Clinton's and a professor of political science at the University of Arkansas at Fayetteville. Ms. Blair, who is now working for the Clinton campaign, says the reforms "were essential for any real improvement in higher education."

Measurable Results

Some results of those earlier reforms are now measurable.

The college-going rate (which the state calculates by counting the number of high-school graduates who go on to Arkansas public and private colleges in the fall following their graduation) has increased from 38 per cent to 51 per cent since 1983.

That alone is noteworthy, says Mark D. Musick, president of the Southern Regional Education Board. "That is a major change for a state. That's the kind of change that has long-term benefits."



Barry M. Maid, chairman of the English Department at the U. of Arkansas at Little Rock: "We're better off now than when I got here 11 years ago."

But along with an improved college-going rate, Arkansas has found that a high proportion of the freshmen at public colleges require remedial work: Last fall, more than 54 per cent were placed in remedial mathematics courses, 38 per cent in remedial English courses, and 34

per cent in remedial reading courses, state records show.

The percentage of students requiring remedial English and mathematics has risen slightly in recent years. State higher-education officials say the increase is due partly to the phasing-in of higher stan-

dards. In 1989 students who did not score above 15 on the American College Testing Program exam were required to take remedial classes. Now, the ACT cut-off score is 19.

Because states assess entering students differently—or not at

Government & Politics

all—comparing Arkansas with other states is an imperfect exercise. Mr. Musick, however, says Governor Clinton deserves credit for his approach to remedial education. "Arkansas is one of the few states that has forthrightly faced the issue of remedial education," he says. A 1987 law requires colleges to assess entering students and report back to the high schools on how their graduates fared.

'Reaping the Harvest'

Diane Gilleland, the state's director of higher education, says students who have taken the proper preparatory courses do better on the ACT—and, in the past four years, there has been a 29-per cent increase in the number of students who take such courses. "We're just now beginning to see the harvest of these courses being in place," she says.

Ms. Blair says Mr. Clinton deserves credit for the benefits that trickled down to higher education from the 1983 reforms. He also serves praise, she says, for his popular insistence that one-quarter of the new revenue from the 1991 sales-tax increase be set aside for colleges and universities.

After 1983, political opponents of Mr. Clinton accused him of "diverting" money to higher education, "as if that was some kind of fatal flaw," recalls Ms. Blair.

Yet the issue of college and university financing has been a sore point for higher-education officials here. The biennial budgets enacted between 1985 and 1991 were split.

As recently as 1989 the state Board of Higher Education ex-

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pressed its displeasure publicly. In its *Arkansas Higher Education Plan 1989-94*, the board, made up mostly of Clinton appointees, declared "a crisis in higher education," and said: "We are well behind the region and the nation in almost every comparative measure of financial support for public higher education."

New taxes and other programs enacted in 1991, particularly an additional half-cent increase in the sales tax, are designed to remedy many of those ills.

A Politically Potent Group

The bulk of the new sales-tax revenue is being used to raise the salaries of public-school teachers—a politically potent group that Mr. Clinton alienated with his teacher-testing program in 1983.

Higher education is getting about \$30-million from the tax. The money is being used to increase salaries and to create several new financial-aid programs. One of those is the Arkansas Challenge Scholarship Program, designed to encourage schoolchildren to prepare for college by promising all low- and middle-income students free tuition at a public college if they earn good grades.

Increasing financial aid has been

"Arkansas is one of the few states that has forthrightly faced the issue of remedial education."

a high priority of Mr. Clinton's. In 1982-83 the state was providing about \$1.5-million for financial aid. By 1991-92, the amount had grown to more than \$8.1-million.

During the 1991 session, lawmakers also approved Mr. Clinton's College Savings Bond program, which is designed to help families save for college and so far has provided about \$72-million for new library acquisitions, scientific equipment, and major construction and maintenance projects at campuses across the state.

In addition, Arkansas is overhauling and upgrading its technical-education system, thanks in large part to the half-per-cent increase in the corporate income tax that also was enacted in 1991. Fourteen of the state's 24 postsecondary vocational-technical schools are adding college-level courses and are expected to meet technical-college accreditation standards by 1997.

Some political activists here contended that Governor Clinton could do much more for education, without harming the well-being of most citizens, if he campaigned for a major increase in the tax on natural gas, which the poultry industry has helped to keep quite low. Says Brownie Ledbetter, president of the Arkansas Fairness Council: "He has got a lot of political capital. He sure as hell doesn't want to provoke the power structure."

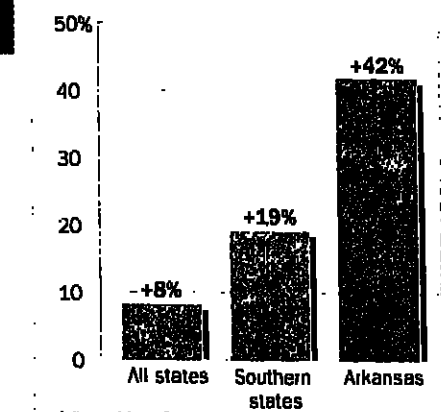
Ms. Ledbetter served on a tax-reform commission appointed by Mr. Clinton, that recommended changes in state tax laws. "No-



Gov. Bill Clinton

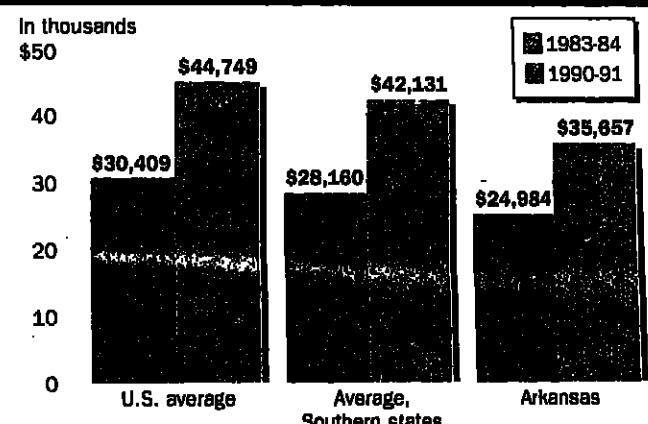
Arkansas Higher Education in the Clinton Years

Change in State Appropriations for Higher Education, 1981-82 to 1991-92



SOURCE: Illinois State University

Average Faculty Salaries at Public 4-Year Colleges and Universities



SOURCE: Southern Regional Education Board

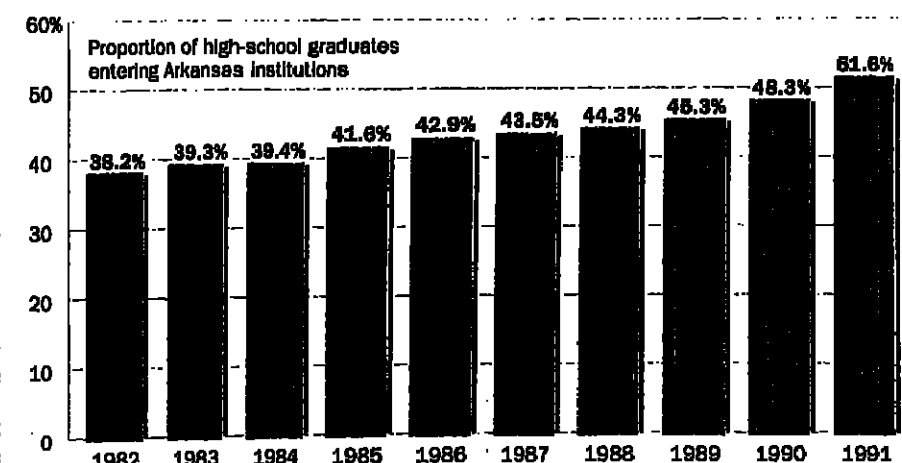
Fall Enrollment in Public Higher Education

	Total	Black	Black, % of total
1983	65,037	8,673	13.3%
1984	64,487	8,644	13.4
1985	66,131	9,066	13.7
1986	67,381	9,017	13.3
1987	68,612	8,995	13.1
1988	70,575	9,117	12.9
1989	73,035	9,423	12.9
1990	77,554	9,828	12.6
1991	81,121	10,767	13.2

SOURCE: Arkansas Department of Higher Education

These charts and the list of 21 public colleges and universities exclude 14 vocational schools being converted to technical colleges.

College-Going Rates



SOURCE: Arkansas Department of Higher Education

Source: Chart by Rick Wadsworth for THE CHRONICLE

New York Allows Military Recruiting at SUNY, Despite Armed Forces' Refusal to Recruit Gays

By JOYE MERCER

New York State's human-rights commissioner has cleared the way for the armed forces to continue recruiting on campuses of the State University of New York, even though an executive order bans state agencies from discriminating against people because of their sexual preference. The military does not accept homosexuals.

Margarita Rosa, the commissioner, ruled that a 1984 state law giving military and corporate recruiters equal access to SUNY campuses superseded Gov. Mario M. Cuomo's 1983 executive order forbidding discrimination. Her decision reversed a September ruling by her agency's Office of Lesbian and Gay Concerns that banned military recruiters from the law school at SUNY's Buffalo campus.

That decision, which was not enforced pending Ms. Rosa's review, set off a political fight in the state.

Policy Repeatedly Sustained

Gay-rights advocates hailed the September ruling. But Governor Cuomo said it was unenforceable. SUNY appealed the decision, arguing that the system could not require the military, as a third party, to abide by the executive order.

Ms. Rosa, who was appointed by Mr. Cuomo in 1990, agreed. She wrote that the military's policy barring homosexuals, "however repugnant or dubious in logic and deplorable in its results," has been repeatedly sustained in federal courts. Therefore, SUNY is not

"aiding or abetting" discrimination by allowing military recruiters on its campuses, she said.

Brenda A. Mattar, president of the Lesbian and Gay Law Students Organization at SUNY at Buffalo, said Ms. Rosa's ruling was an example of "gay and lesbian students' being sold out."

Evan Wolfson, the lawyer for a woman who filed a complaint in 1990 with the human-rights office over military recruiting at SUNY, said his client was considering whether to take the matter to court.

Watched by Other Colleges

A SUNY spokesman, Ken Goldfarb, said university officials were satisfied with the decision, but that Chancellor D. Bruce Johnstone would "continue to push to see that the military opens its doors" to gays and lesbians. He acknowledged that the Buffalo campus had received grants from the Department of Defense—nearly \$3.9-million in fiscal 1990-91—but denied charges by Ms. Mattar that the money had played a role in SUNY's opposition to the first ruling.

Mr. Wolfson, a lawyer for the Lambda Legal Defense & Education Fund, said Ms. Rosa's interpretation of state law made it impossible to enforce Governor Cuomo's executive order.

"SUNY could not say, 'We're going to allow everyone but the military to come and recruit.' But it can say, 'Every employer who does not discriminate can recruit,'" Mr. Wolfson said. "That

would give the military the same access as other employers."

The SUNY case has been watched by colleges nationwide. In the fall of 1990, the Association of American Law Schools required its 158 members to ban recruiters who discriminate over sexual orientation. Last year a student sued the University of Minnesota's law school, which adheres to the policy, claiming that the ban of military recruit-

ers infringed free speech. No First Amendment violation exists "where the university enforces an anti-discrimination policy," argued Donald M. Lewis, the university's lawyer. The case will be heard in June in federal court.

Ms. Mattar of the Buffalo gay-student group conceded that the New York ruling was a setback for gay rights there, but she played down the effect it could have else-

where. She added that she did not believe the ruling would have an impact on similar efforts to open the Reserve Officers Training Corps from campuses.

"There are a lot of efforts going on, especially at private institutions," she said. "Had we been successful, it would have been a major victory because of the size of SUNY. But I wouldn't call this a setback."

STATE NOTES

- Panel drops charges against two-year-college presidents in Ohio
- Cal. regents reaffirm benefits package for departing president

Saying it lacked jurisdiction, the Ohio Elections Commission has dismissed charges against 24 two-year-college presidents for questionable campaign donations to legislators.

The commission also said it had determined that the Ohio Technical and Community College Association was guilty of violating several campaign-reporting laws, including a requirement that it file a statement of expenditures.

More-serious charges against the association and its former director, Hal Roach, will be considered by the commission in May. The association and Mr. Roach have been charged with misrepresenting the source

of thousands of dollars of campaign contributions made to state legislators by the colleges through the association.

Mr. Roach has denied wrongdoing. —GOLDIE BLUMENSTYK

The University of California's Board of Regents last week reaffirmed a controversial \$2.4-million retirement package awarded to David P. Gardner, who has resigned as the university's president effective in October.

State politicians and student leaders complained that the package was excessive and ill-timed while the university is making severe budget cuts. Placard-waving students

hissed and hooted when Gov. Pete Wilson and other regents defended the package. The regents have said such packages are necessary to attract high-caliber people to the institution.

After the meeting, an investigation of an executive pension program for 22 top university administrators, including Mr. Gardner, was tentatively approved by the Legislature's Joint Audit Committee.

David A. Roberti, President Pro Tempore of the State Senate, said the regents seemed to be unaware that student fees had been increased 24 per cent this year and faculty salaries are frozen. "It's like they are living on Mars," he said. —JACK MCGURDY

body even picked up our stuff and wrote bills on it," she says. "He never paid any attention."

Sole Public Black College

Supporters of the Governor say that he has risked political capital with his campaigns for tax increases and that it is unrealistic to expect more of him, given Arkansas's political traditions.

Another issue on which Mr. Clinton draws criticism is the state's treatment of its sole public black college, the University of Arkansas at Pine Bluff. "We needed some extra attention, which has not really been forthcoming under

his administration," says Corliss Mays Howard, president of the institution's national alumni association. Ms. Howard says Arkansas is not living up to promises it made to the federal government in 1988, when the state was released from a federal desegregation lawsuit.

"We still don't offer professional degrees," she says, and the master's degrees that the state promised to create in the late 1980's were begun only a year ago. Also, she says, the state's assistance in providing housing for the institution's growing student body has not been adequate.

"I don't think he's done any-

thing special, but he's been fair," says Ms. Howard.

State officials say the Governor has supported several efforts for Pine Bluff, including state financing for a new dormitory and a special annual allocation—\$638,000 this year—above the amount it would receive under the state budget formula for "program enhancements."

The Whole Record

Others, taking Mr. Clinton's entire record into account, are more enthusiastic than Ms. Howard. "We're better off now than when I got here 11 years ago," says Barry

M. Maid, chairman of the English Department at the University of Arkansas at Little Rock. He says the institutions still need more faculty positions, better salaries, and better equipment. But he is able to hire faculty members at competitive salaries, Mr. Maid says, and he has enjoyed consistent, if "not outstanding," raises, while colleagues in public colleges across the country endure pay freezes, layoffs, and budget cuts.

"We still have a crying need," Mr. Maid says. But "talking to friends in New York and Massachusetts and Virginia, I'm really happy to be in Arkansas."

PHILANTHROPY NOTES

- Houston trial lawyer gives U. of Texas System \$13-million
- Alumnus gives \$4-million to U. of Iowa for business school
- Brown U. hopes to raise \$450-million in capital campaign

A Houston trial lawyer who is known for winning multi-million-dollar awards in the courtroom has given \$13-million to the University of Texas System.

Joe Jamail, who earned his bachelor's and law degrees at the university's Austin campus, said the \$13-million was "just an initial gift." He said he and his wife, Lee, who also attended the university, "plan to do much more."

The donation includes \$9-million for the Austin campus, \$3-million

for the university's medical branch in Galveston, and \$1-million to create a chair that would be held by the system's chancellor.

The UT-Austin portion is among the largest gifts ever given to that campus by an individual.

Mr. Jamail has served as lead counsel in more than 100 cases that resulted in a verdict or settlement of more than \$1-million.

—KATHERINE S. MANGAN

A 1952 alumnus has given \$4-

million to the University of Iowa for a new business school.

The gift, from John Pappajohn, a venture capitalist, will go toward the \$34-million cost of a new building to house the school. The facility will be named for Mr. Pappajohn and will house classrooms, offices, and auditoriums. It will also be equipped with computers and video technology.

In 1990 the Iowa State Legislature voted to provide \$24-million in state bonds for the building. The University of Iowa Foundation will seek to raise the remainder. So far, the foundation has received about \$8-million in gifts and pledges.

In the past three years, Mr. Pappajohn has given a total of \$8-million to the university for various needs. He is president of Equity Dynamics Inc., of Des Moines, which invests in start-up companies in the health-care industry.

—JULIE L. NICKLIN

Brown University has opened a capital campaign to raise \$450-million.

More than half of the money will go into the university's endowment, valued today at \$300-million. Nearly one-quarter will endow faculty positions and activities, including chairs for assistant professors.

The university will also try to raise \$75-million for financial aid, \$25-million for new and renovated facilities, and \$10-million for athletics.

About \$163-million in gifts and pledges has already been raised. The drive will end in December 1995.

Thomas J. Watson, Jr., chairman emeritus of the International Business Machines Corporation, made the largest gift so far to the campaign last year, a \$25-million donation.

Although the goal is modest compared with those of other Ivy League universities, three of which are trying to raise \$1-billion or more, it is \$268-million higher than the amount raised in Brown's last campaign, which ended in 1983.

—LIZ McMILLAN

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U. of Mich. Given \$30-Million to Study Free-Market Economies

ANN ARBOR, MICH. A Detroit corporation has pledged \$30-million to the University of Michigan for a new economics institute.

It will be named for William Davidson, owner of Guardian Industries Corporation, which made the pledge. Mr. Davidson also owns the Detroit Pistons basketball team.

University's Largest Gift

The institute will seek to help countries make the transition to market economies and help businesses operate successfully under the new systems. Recent changes in Eastern Europe and the former Soviet Union have heightened the need for education about free-market practices, Mr. Davidson said in a statement.

The gift, Michigan's largest and one of the biggest ever made to a public university anywhere, will be paid over 20 years by Guardian, a glass-manufacturing company in subur-

ban Detroit. The donation will support several activities at the institute, including:

- Seminars for business leaders, entrepreneurs, and government officials, who will study how market economies work.

- Fellowships for scholars from American universities, who will study and teach overseas. Foreign scholars will also be in residence at the institute, studying economics, marketing, and corporate strategy.

- Research projects by American and foreign scholars.

University officials say the institute should be operating within a year. The donation from Guardian Industries is considered a "leadership gift" for the university's capital campaign. The five-year drive, which will be announced later this year, is expected to raise at least \$750-million.

—LIZ McMILLAN

PRIVATE SUPPORT

BUSH FOUNDATION
5000 First National Bank Building
332 Minnesota Street
St. Paul 55101.

American Indian colleges. For support of programs: \$108,211 to Turtle Mountain Community College.

Black colleges. For support of programs: \$250,000 to Claflin College, \$365,000 to Livingstone College, and \$125,000 to Rust College.

Facilities. For the new library: \$900,000 challenge grant to Augsburg College (Minn.).

For a new sports and fitness center: \$703,500 challenge grant to College of Saint Catherine.

For a new science center: \$492,000 challenge grant to College of Saint Benedict.

CARNEGIE CORPORATION

OF NEW YORK
437 Madison Avenue
New York 10022

Africa. To strengthen the scientific and technological infrastructure in sub-Saharan Africa: \$443,000 to American Association for the Advancement of Science.

International issues. For meetings on East-West relations for American lawmakers: \$555,350 to Aspen Institute.

For research and education on the proliferation of advanced weapons: \$125,000 to Harvard U.

For a project on ethnic conflict in Eastern Europe: \$1.2-million over two years to International Research and Exchanges Board.

For research and training in international security and arms control: \$1.1-million to Stanford U.

Violence. For a center for the study and prevention of violence: \$600,000 over two years to U. of Colorado at Boulder.

DOONILLY FOUNDATION

One Tower Bridge
West Conshohocken, Pa. 19388
Nursing. For programs of nursing education: \$201,250 to La Salle U.

DUKE ENDOWMENT

200 South Tryon Street
Charlotte, N.C. 28202
Support. For support of programs: \$350,000 to Duke U. Medical Center.

FIRST UNION FOUNDATION

First Union Plaza
Charlotte, N.C. 28268
Support. For the capital campaign: \$500,000 to U. of North Carolina at Chapel Hill.

KRESSE FOUNDATION

P.O. Box 3181
3216 West Big Beaver Road
Troy, Mich. 48067-3181

Facilities. For a performing-arts center: \$300,000 to Alma College.

For renovation projects: \$350,000 to College of Saint Joseph.

For renovation and expansion of the library: \$500,000 to Bard College.

For an auditorium and student union: \$250,000 to College of St. Scholastica.

For a library and communication center: \$500,000 to Dillard U.

For renovation and expansion of the library and renovation of Dwight Hall: \$1 million to Mount Holyoke College.

For renovation of the law school building: \$750,000 to Ohio State U.

For the instructional center: \$350,000 to Siena Heights College.

For a building for programs in the sciences: \$1-million to Stanford U.

For a classroom and performing-arts center: \$300,000 to U. of Mary.

AMERICAN UNIVERSITY. For the law library: \$100,000 and a collection of new books valued at \$100,000—from Leonard S. Goodman.

Antioch College. For the outdoor-education center: \$200,000 from Dorothy W. Headley and her daughters.

College of Mount Saint Vincent. For support of programs: \$450,000 from the estate of Marion V. Josephine Baker.

Fairfield University. For scholarships: \$100,000 from TransAmerican Natural Gas Corporation.

Kanana State University. For the ship: \$250,000 from the estate of John Jenner.

For programs in engineering: \$400,000 from LeRoy C. and Allen Foster.

Lafayette College. For the endowment: \$126,806 from the estates of Louis H. Kelly and Jess Morgan Kelly.

For programs in the arts: \$425,000 from Lee N. Steiner.

Lincoln Memorial University. For renovation of the science hall: \$460,000 from Friends of the Sciences.

For the Cumberland Mountain Research Center: \$168,000 from three anonymous donors.

Mississippi State University. For the college of veterinary medicine: property valued at \$200,000 from W. H. and Olin Lindley.

Texas Christian University. For scholarships for students from minority states: \$100,000 from NationsBank of Texas.

University of Missouri at Columbia. For a professorship in Journalism: \$500,000 from Houston H. and Edward A. Hays.

University of North Carolina at Chapel Hill. For the capital campaign: \$500,000 from Duke Power Company.

University of Oregon. For the new theater: \$500,000 challenge grant from the University of Oregon.

Naples family. For a professorship in management: \$118,000 from Sheryl Herzberg.

Yassier College. For support of programs: \$1-million from Carol and Janet Kautz.

Notes Book

Members of black fraternities and sororities don't like the anti-hazing rules that their national organizations have adopted, and some of the local chapters continue to subject their pledges to rituals and physical tests during pledging.

Those are the findings of a study conducted by a Kansas State University doctoral student who wanted to know how the anti-hazing rules had influenced fraternities and sororities.

The eight national black fraternities and sororities outlawed the practice of hazing last year because of lawsuits from students who had been injured during the pledge process. Instead of pledging, the National Pan-Hellenic Council substituted two- to four-week programs in which students learn about the history and ideals of the organizations.

But Tony Williams, co-advisor to Kansas State's Pan-Hellenic Council and the student who conducted the study, said undergraduates were reluctant to give up pledging.

"Many students don't understand the new process," he said. "Others take the pledging underground, or they pledge out in the open and dare anyone to do anything about it."

For his study, Mr. Williams sent surveys to members of black fraternities and sororities at 25 colleges and universities.

Mr. Williams, who is creating a Center for the Study of Pan-Hellenic Issues, said that if the national fraternities and sororities want their new membership programs to work, they must hire more staff members to monitor the campus chapters and work more closely with colleges and universities to make sure abuses do not occur.

Students at the University of Massachusetts at Amherst will no longer be able to use a financial loophole that let them take their classes for less than the going rate.

About 400 students had dropped out of the regular undergraduate program and registered as part of the university's continuing-education division because those courses cost much less. For instance, an in-state student taking a full-load of classes pays \$2,431 per year, while an out-of-state student pays \$5,365. A continuing-education student pays \$1,533.

"The practice wasn't fair to other students who had to pay the full rate," said Norman D. Aitken, associate vice-chancellor for academic affairs. In addition, Mr. Aitken said, continuing-education fees do not support such services as academic advising.

University officials said they realized that some people were registering as continuing-education students because they could not afford to attend the university otherwise. Mr. Aitken said the university had set up an appeals board to provide financial aid to students who may be hurt by the decision.

Students



Rick Waters, assistant admissions director at U. of Colorado at Boulder: "I think the economy is really impacting this situation. Parents are looking at every avenue for financial assistance."

Claims of American-Indian Heritage Become Issue for Colleges Seeking to Diversify Enrollments

By MARY CRYSTAL CAGE

College and university officials seeking to diversify their enrollments are unsure how to define "American Indian" and whether they should ask for proof from applicants who claim that heritage.

The issue was spotlighted this month in *The Detroit News*, which found that many Michigan institutions simply allowed students to declare their ethnicity or race, without checking to see if the declarations were true.

The newspaper also found that some students who had previously described themselves as white now said they were American Indian. As a result, the newly declared American-Indian students were receiving financial aid and other benefits at the University of Michigan that normally were reserved for disadvantaged and minority students. Those benefits included a full-tuition waiver under a program for state residents who are at least one-fourth American Indian.

This year, 189 of the university's 36,228 students are classified as American Indians, an increase of 40 students since 1989.

'Looking at Every Avenue'

College and university administrators in other states also are trying to devise policies that will help them decide which stu-

impacting this situation. Parents are looking at every avenue for financial assistance. You get a number of students who hear from high-school counselors that if you're an American Indian you can get a lot of scholarship money."

\$29.3-Million in Aid

The federal government, many states, and most tribes provide financial assistance to American-Indian students through a variety of programs. According to the National Indian Education Association, \$29.3-million in undergraduate aid was available through the U.S. Bureau of Indian Affairs for the 1991-92 academic year. In addition, both the bureau and the U.S. Department of Education provide money for American-Indian students enrolled in graduate programs.

Some states also set reduced tuition rates for American-Indian students. A few, such as Michigan, waive tuition.

Some higher-education officials said that white students who identified themselves as Indians might have just misinterpreted the question. When completing admissions applications, some students could have checked the box next to "Native American" because they were born in the United States and therefore considered

Continued on Following Page



Richard H. Shaw, U. of Michigan's director of admissions: "We're trying to attract students who will benefit from the experiences at the university."

dents are American Indian, and thus qualified for aid, and which are not.

Said Rick Waters, assistant director of admissions at the University of Colorado at Boulder: "I think the economy is really

NCAA Director Is Cleared in Probe of Loans to U. of Virginia Athletes

Continued From Preceding Page
to continue to be strong. We need him."

Added the president of Wake Forest University, Thomas K. Hearn, Jr., a member of the NCAA's presidents' commission: "One's level of supervision and oversight always leaves room for questions you might have asked, or things you didn't do, or stones you did leave unturned but should not have. Dick Schultz has made an enormous difference in our move towards integrity in intercollegiate athletics, and I believe that integrity flows from him."

Some observers, however, suggested that the controversy at Virginia could besmirch Mr. Schultz and the NCAA.

Call for Outside Investigation

Critics of the association's enforcement policies speculated that the NCAA's credibility as the policeman of college sports could be undercut by the fact that major violations had taken place under the nose of its current chief.

Others said the results of the Virginia investigation showed the futility of the NCAA's intensifying emphasis on "institutional control," in which each college is to be held ultimately responsible for the conduct of its sports program.

The Virginia controversy, these

people asserted, almost sorrowfully, suggests that no college or individual—not even someone with Mr. Schultz's credentials—can keep a major athletics program in line, given the financial and public-relations incentives that drive big-time sports. Besides Mr. Schultz, for whom institutional control is a guiding principle, the chairman of the NCAA's infractions committee, D. Alan Williams, is a Virginian; a history professor who is the university's faculty representative.

"Here's a school that's pretty small and an AD who's very knowledgeable, very smart, and the corruption is so institutionalized, even he didn't know about it," said Murray Sperber, associate professor of English and American Studies at Indiana University and author of *College Sports Inc.*, a critique of big-time sports. "What hope is there for situations where the school is larger and the AD is passive and dumb? That makes people like me pretty pessimistic about institutional reform."

To Rep. Tom McMillen, a Maryland Democrat who has crusaded against the influence of big money in college sports, Mr. Schultz's problems were symbolic. "It's almost comical," he said, "to think you can control the way people behave, given the incentives. People will do anything they can to get ath-

letes, and even the executive director is not above the fallout."

Virginia's investigation found that from 1980 to 1990, the student-aid foundation had made 75 loans to 41 athletes and graduate assistant coaches, for a total of \$37,582. The VSAF made three additional loans, worth over \$9,500, to students who were not athletes.

Seemed to Violate Rules

At least some of the loans to athletes and some of the loans to graduate assistants seemed to violate NCAA rules, the report suggested. The university's inquiry also uncovered other possible breaches, including possible violations of the NCAA's financial-aid rules, the report of the investigation said.

The university said last week that Jim West, an associate athletics director who it said had approved some of the loans, had been reassigned out of the athletics department and would resign in October. Virginia also said it had fired two former directors of the student-aid foundation, one of whom, Ted Davenport, was reportedly planning to sue the university.

Although findings of violations would be news at any institution like Virginia, which has never been charged with an NCAA violation, interest in this case is amplified by the involvement of Mr. Schultz.

Since allegations about the loans to Virginia athletes first came out last May, he has repeatedly denied having any knowledge of them.

He told Virginia's investigators the same thing. But one former director of the student-aid group, an associate athletics director, and a former consultant to Mr. Schultz told the investigators that the NCAA director had known about the loans. When Mr. Schultz learned about the loans, these officials said, he ordered them stopped. But the loans continued after he left.

Virginia's report does not try to mediate that dispute. Instead, its statement on Mr. Schultz's role concludes: "There were surely times during which, had he asked a few more questions or focused a bit more on the manner in which the VSAF was being run, he could have uncovered the loans by more aggressive management. That he should have done so seems apparent in retrospect. But this in no event suggests that Mr. Schultz engaged in or was a party to intentional or willful misconduct."

The Virginia report capped a

rough month for the NCAA. First it got hammered in a story this month in *U.S. News and World Report*, which criticized the NCAA's investigative practices and its bloated structure. A few days later, at a hearing before a House subcommittee, advocates for women's sports and members of the subcommittee grilled Mr. Schultz and accused the association of short-

changing women's sports. On the panel's members, Representative McMillen, published a book this month attacking the NCAA, is now on a national tour, promoting the book—and knocking the association.

With the additional fuel from last week's news from Virginia, the scrutiny seems unlikely to ease in the near future.

ATHLETICS NOTES

- NAIA approves limits on sports scholarships
- Faculty report is tough on Rice U. sports

The National Association of Intercollegiate Athletics has limited, for the first time, the number of scholarships its colleges may give to athletes.

Following the recommendation of the association's national coordinating committee—made up of athletics directors, faculty athletics representatives, and other sports officials—the NAIA's council of presidents approved the limits this month. NAIA members had voted to adopt scholarship limits, in principle, at their 1990 convention.

Unlike similar scholarship restrictions in the National Collegiate Athletic Association, which were established to cut costs, the NAIA limits are designed mainly to set differences between the association's two divisions. Only a handful of NAIA colleges exceed the scholarship limits set this month.

The NAIA has two divisions in just three sports: football and men's and women's basketball. Under the limits on scholarships, which will take effect sometime after the 1993-94 academic year, Division I football teams will offer up to 33 scholarships, and Division II squads as many as 12. In basketball, Division I colleges will offer 12 scholarships and Division II colleges will provide 3.

NAIA officials said the process used to adopt the limits—sports officials proposed changes and the presidents approved them—showed that the group's new structure was working well.

Last year the association's members voted to make the council of presidents the NAIA's primary governing body.

"The presidents are not trying to run the competition or micromanage at all," said Edward F. Stevens, president of George Fox College and chair of the presidents' council. "Our charge, with the help of athletics administrators and other members, is to set the policies that will ultimately create the

long-term health of the organization." —DOUGLAS LEBOWITZ

As many as half of Rice University's athletes "have more chance of success in Rice classrooms than on the field," says a new report. The report, prepared by the university's Faculty Council Committee on Athletics, was a response to a February report by a university-wide panel that examined the intercollegiate athletics program. The faculty report is intended as a preliminary statement of the council, which plans to issue a final report with recommendations to Rice's Board of Trustees.

The report of the first panel, which was created by Rice's president, praised the sports program for its integrity, its academic standards, and its high academic standards and graduation rates compared with other colleges in Division I-A, the NCAA's top level.

The report also said the sports program had operated millions of dollars in the red and had lowered Rice's academic standards. The new report is much tougher on Rice sports. While it says coaches and other sports officials are doing a "commendable job," it stresses the "inescapable tension" between high academic standards and high athletic performance.

The report questions the wisdom of admitting athletes who "can be expected to do much more to go through the motions of Rice education," and plays down Rice's comparatively high graduation rate, saying athletes are steered away from courses where they risk failure.

Last month Rice's trustees supported the sports program's continued membership in Division I-A. —DEBRA C. BROWN

U. of Iowa Athletics Board Vows to Attain Equity for Its Female Athletes in 5 Years

Continued From Preceding Page
of management. "And we think 10 years is an overly long time to wait."

Iowa officials said they believed the university had now moved to the forefront of the gender-equity movement in college athletics, and hoped its action would persuade other colleges to follow suit. A *Chronicle* survey this month showed that few colleges now provide athletic opportunities in pro-

portion to their male-female enrollment, and of those that do, many have been prodded by court orders or federal bias complaints.

"It was critical to me, personally, and for this board, I think, to take a lead on the gender-equity issue," said Doug Trank, a professor of rhetoric and the head of the board. "I don't want to be the last into compliance. I think the goal that most believe is to get right on target."

Dispatch Case

The new head of South Korea's largest radical-student association has called for yet another campaign of protest against the government.

The Jae-joon, a student at Seoul National University, was elected to head the organization, whose Korean name is Chondae-hyop, at a mass meeting and rally at Inha University in the city of Incheon.

More than 3,000 students attended the event, which was closely monitored by helmeted riot police. The students wore masks and carried steel pipes as weapons. The police kept their distance, and there were no confrontations between the two sides.

At a press conference, Mr. Tae said South Korea's radical students would begin an anti-government campaign to push for a democratic regime and for unification with North Korea.

One year ago, thousands of students staged violent protests in the streets almost daily during April and May.

The United States is among 22 Pacific Rim and Asian countries involved in a plan to improve links among their higher-education institutions and increase student mobility.

The program is called the University Mobility in Asia and the Pacific Scheme, and is known by the acronym UMAPS.

The countries in the project include Australia, Canada, Indonesia, New Zealand, the Philippines, Russia, Thailand, the United States, and various Pacific island nations, including Fiji and Papua New Guinea.

Four of the countries will take part next year in a pilot program to increase exchanges of university faculty members and students. The idea of a trial program was approved by the 22 UMAPS countries at a meeting in Seoul, South Korea, this month. The Seoul meeting was held in conjunction with a wider conference on cooperation among higher education institutions in the region.

A committee was set up last year to make recommendations on how the UMAPS project should operate. Frank Hamblin, the executive secretary of the Australian Vice-Chancellors' Committee, chaired a December meeting in Bangkok when the basic structure of the program was approved. He said the plan for UMAPS was based on the ERASMUS program in Europe, which was also established to ease student and faculty exchanges among universities in many countries.

The aim of ERASMUS is to encourage up to 10 per cent of all university students in European Community member countries to take part of their studies at an institution in a different EC country.

Worldwide, an estimated 1.2 million university students are now studying outside their home countries.

International

Consortium of 45 American Colleges Signs Accords on Exchanges With 4 Former Soviet Republics

After turbulent semester, new agreements reached with Belarus, Kazakhstan, Russia, and Ukraine

By JUSTIN BURKE

MOSCOW

When Teresa Cunningham decided last year to spend two semesters studying in the Soviet Union under an American Collegiate Consortium exchange program, she thought she had found an ideal way to pursue her interest in Central Asian culture.

But when Ms. Cunningham, a Kenyon College junior, arrived last fall to begin her studies in Alma-Ata, capital of the Central Asian republic of Kazakhstan, she quickly found herself caught up in the chaos surrounding the collapse of the Soviet Union. Connections in what had been a centralized education system were soon abruptly cut, throwing everything into disarray.

In time, however, she managed to hook up with the right professors, and now her studies are going well. "I was thrown inside the system, and I had to scratch and fight on my own," she said. "But I found out a lot about myself."

'It's Been a Difficult Year'

Ms. Cunningham's experience in part reflects the problems the American Collegiate Consortium has had to overcome in the current academic year, in which the country that was its partner in student exchanges ceased to be a political entity.

The consortium, a group of 45 colleges and universities, has conducted exchanges in the former Soviet republics since 1988,



American Collegiate Consortium's President Olin Robison (left) and Kazakhstan's Minister of Education, Shalsultan Shayakhmetov, sign student-exchange accord.

with the agreements coming up for renewal every year. Once the original accord was struck, renewing it was not that much of a problem during the Soviet era. But this year, given the political and economic dis-

array, the process at times has been traumatic.

"It's been a difficult year," said Olin Robison, a former president of Middlebury College. *Continued on Following Page*

For Soviet Academic Emigrés, Finding Jobs in Israel Isn't Easy

Continued From Page A1

understand that the move to a new country requires a lot of concessions.

Ksenia Hallimov, until recently a faculty member at Moscow Medical School, has been making the rounds of Jerusalem's medical laboratories. Her résumé is impressive. It boasts 44 publications and a research background in cardiology and in sports medicine, a growing field here. But at age 59, time is against her. It is hard not to be working, she says, but she has resigned herself to unemployment for the time being.

'We Have to Live Modestly'

Dr. Hallimov pins her job hopes on her husband, Mark Schick, a physiologist who has published papers in journals in the United States, Japan, and Switzerland, and collaborated on research with colleagues in many countries. He remained in Russia to tend to his sick parents, but will come to Israel soon. Dr. Hallimov says her husband speaks English well and has been studying Hebrew.

"Friends here already are trying to arrange work for him," she says. "If he finds work, maybe he will be able to give me some help, too."

"We have to live modestly," says Dr. Hallimov, who shares a two-bedroom apartment with her daughter and son-in-law and their two small children. "But I

Continued on Following Page



Ksenia Hallimov, a former faculty member at Moscow Medical School, is unemployed in Israel; "I realize that, being a newcomer, I have to start small."

DIET, NUTRITION AND CANCER

(with emphasis on the ethnic minorities)

Proceedings of IV Annual Nutrition Workshop held at Meharry Medical College, Nashville, TN October 24-26, 1990, pp. 227.

Contents Include

- Overview of Diet, Nutrition and Cancer
- Peter Greenwald, NIH, Bethesda
- Anticarcinogens in the Diet
- Lee W. Wattenberg, University of Minnesota
- Predominant Cancer Types in U.S. Ethnic Minorities
- Guy R. Newell, M.D., Anderson Cancer Center
- Epidemiology of Breast Cancer in U.S. Ethnic Minorities
- Loic Le Marchand, University of Hawaii
- Cervical and Endometrial Cancer in African American Women
- Linda A. Clayton, Meharry Medical College
- Dietary Risk Factors for Stomach and Colon Cancers
- Vivien W. Chen, Louisiana State University
- Recent Concepts of Oral Precancer
- Jens J. Pindborg, Royal Dental College, Copenhagen
- Calories, Fats and Cancer
- David M. Klurfeld, The Wistar Institute
- Minerals, Vitamins and Cancer
- Adrianne E. Rogers, Boston University
- Dietary Fiber in Colon Cancer Prevention
- B.S. Reddy, Naylor Dana Institute
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For Soviet Academic Emigrés, Life in Israel Means Looking for Work

Continued From Preceding Page
realize that, being a newcomer, I have to start small. I've gotten used to restricting myself."

Not everyone is so serene. Maria Moldavsky, 11 months in Israel, calls her prospects "hopeless."

"The situation in the Soviet Union is so horrible that I can't say that I'm sorry I came, but the situation here is horrible, too," she declares. "When I write to my friends in Russia, I tell them not to come."

Ms. Moldavsky, who is in her 30's, taught English to Ph.D. can-

"The situation in the Soviet Union is so horrible that I can't say that I'm sorry I came, but the situation here is horrible, too."

didates at the Radio Engineering College of Moscow. She now works, when there is work, as a Russian-English interpreter and translator. Her average monthly income is about \$150. Her husband, a musician, is unemployed. They live with their son, a second grader, in a tiny apartment in one of Jerusalem's outlying and least desirable neighborhoods.

Useless Languages

She also cites her lack of fluency in Hebrew as the main barrier to finding work. "The two languages I know, English and Russian, are largely useless here," she says. Her former profession, teaching

English, is not open to her in Israel. "With so many Americans and other native English-speaking immigrants around, I can't go back to teaching English on the university level," she says. "Also, teacher methods and academic standards are very low in the Soviet Union, much lower than they are here."

Most former Soviet academics who come here seek out the help of the Zionist Forum, an organization of immigrants from the former Soviet Union headed by the activist Nathan (Anatoly) Scharansky. The group helps newcomers draft their resumes and translate them into Hebrew, and it advises them on how and where to look for work in their fields.

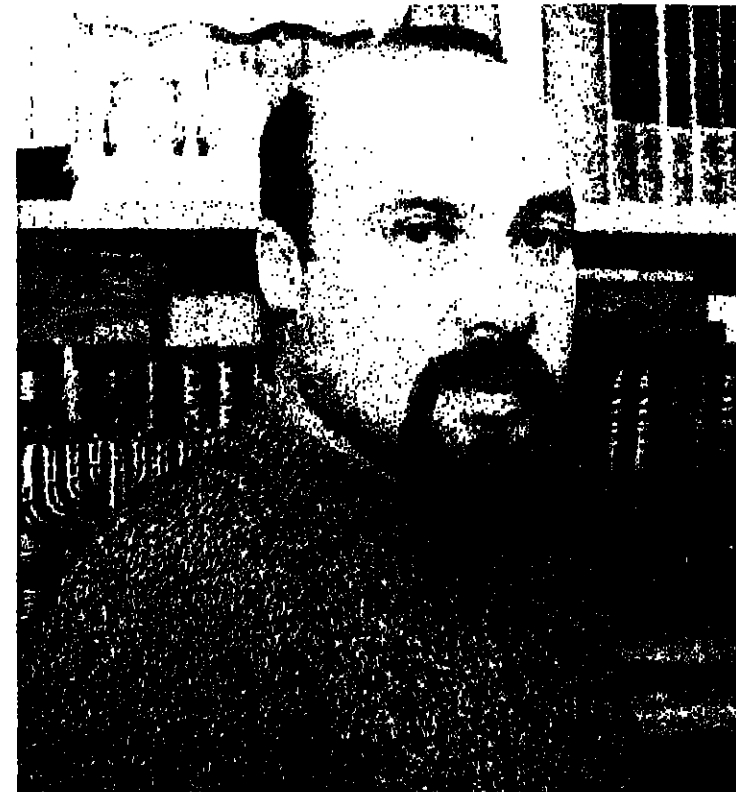
"Giving advice is easy, but it doesn't help much," admits David Bykovsky, formerly a plasma physicist at the All-Union Science Institute in St. Petersburg and now a member of the Zionist Forum staff. His job is to help scientists find jobs.

'Cut Off From Contact'

Immigrant researchers, he says, face a scientific culture in Israel that is different from what they knew in the former Soviet Union.

"There, scientists worked as part of a large collective," says Mr. Bykovsky. "Here, scientists generally work more independently, whether in the universities or in industry. An immigrant scientist lucky enough to find work often finds himself cut off from contact with other scientists."

He says he urges immigrant scientists to come up with a research proposal that will interest an Israeli company. Mr. Bykovsky says that,



Gedeon Zaguskin, a professor in Azerbaijan, is a job seeker in Israel. "I decided I didn't belong there, that I have to go to a Jewish country."

using this approach, he has helped more than a dozen scientists find work in the past three months alone.

In some cases, companies have offered the scientists research facilities but no salary, but even that, he points out, is a step forward, both professionally and psychologically.

Mr. Bykovsky has been a strong supporter of government and private programs to set up "brain trusts" of 20 or so scientists who work on independent projects and

perform contract research for foreign companies.

"It pays for foreign companies to do their R&D here," he says. "The cost is lower, and there is a large pool of trained scientists."

While the immigrant academics face serious hurdles in finding work, Mr. Bykovsky remains optimistic about their long-term prospects. "If a scientist really wants to find work in his field, he'll find it, eventually," he says.

Fears That the Jobs Are Gone

The actual statistics are equivocal. More than a third of the researchers and university faculty members who have arrived in Israel from the former Soviet Union over the past two and a half years have found jobs in their fields. Yet 2,800 are still looking for work, and that number increases each month as more immigrants arrive.

Shmuel Adler, director of the Center for Absorption in Science of the Ministry of Absorption, which is among the agencies responsible for resettling immigrants, worries that all available positions have been filled and that

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Israel to Allow West Bank's Bir Zeit University to Reopen

JERUSALEM
After being closed under military orders for more than four years, Bir Zeit University on the Israeli-occupied West Bank will be allowed to reopen, perhaps by the end of this month.

The Ministry of Defense in Israel said last week that it would allow a "gradual reopening" of the institution, which has been shut down since January 8, 1988.

Bir Zeit, along with the five other universities and 17 two-year colleges in the West Bank and Gaza Strip, was closed by the Israeli Ministry of Defense soon after Palestinians in the occupied territories began their uprising against Israeli rule in December 1987. All of the institutions had been allowed to reopen over the past two years with the exception of Bir Zeit, which is-

raeli authorities maintained was a center for anti-Israeli activity.

The two campuses of the university—the original one in the town of Bir Zeit and a new one on the road to Ramallah—have been off limits to its administrative staff, faculty members, and students for the four years and four months that the institution has been shuttered.

Off-Campus Classes

During that time, Bir Zeit succeeded in establishing a system of off-campus classes in private apartments, offices, and restaurants that functioned as an underground university. Before it was shut down, Bir Zeit enrolled about 2,600 students.

In a statement to Israeli army radio, Defense Minister Moshe Arens said he had met with officials

future academic immigrants face an even worse job market.

The Ministry of Absorption expects as many as half a million immigrants over the next years, 1 to 2 per cent of whom will be researchers or academics in natural sciences, social sciences, and humanities.

Salary Subsidies Will Run Dry

The bottleneck may be worse when salary subsidies provided by the Ministry of Absorption for the first two or three years of employment run out. The majority of those who have worked at the universities and research institutes have all or part of their salaries paid by the ministry. While the ministry hopes they will gain permanent employment, it could be laid off once their salaries have to be paid by their employers.

Gedeon Zaguskin is under- by the numbers.

Six months ago he was a professor of electrical technology at the High Military Naval College in Baku, Azerbaijan. "I really didn't want to leave, even though my family emigrated to the U.S.," he says. "Then I saw the Armenians start killing the other. I began to ask why, and who I am. I'm not an Azeri, I'm Armenian, not a Russian. I didn't belong there, that I had to go to a Jewish country."

Mr. Zaguskin, who is 39, would prefer work in industry to return to teaching. "I'm not something of an inventor," he says. "I've invented about 500 things in my field and always used to work in industry, but the Soviet Union a teacher more."

The main problem, again, is language. He's working hard on Hebrew, but his English is better, something for which his mother, former teacher of English, thanks him.

"Every professor in the field has to know English well," he says. "But a professor in the Soviet Union didn't need to know English—we didn't think of English there."

"But I don't complain," Mr. Zaguskin says. "The only thing I do is to keep looking for work to learn the language. We're going to have to make our own way here."

Even before an official search committee was named, rumors were flying in North Carolina that James G. Martin, who steps down as Governor next year, wants to succeed H. Keith H. Brodie, president of Duke University, whose resignation is effective in June 1993. (After a sabbatical, Mr. Brodie will return to the university as James B. Duke Professor of Psychiatry and Law.)

Mr. Martin, who was a professor of chemistry at Davidson College before being elected to Congress in 1972, this month accepted the position of chairman of the research and development board that directs the James G. Cannon Research Center at the Carolina Medical Center.

A spokeswoman for Mr. Martin said he "is a Ph.D. in chemistry and is interested in getting back into an education-related profession—something this position offers. And certainly the Duke presidency would, too."

Gerhard Casper gave this explanation for his selection as Stanford University's next president:

"The real reason I was chosen is that after eight presidents' doing a poor job of pronouncing the Stanford motto, the Board of Trustees wanted finally somebody who could cope with it." The native of Hamburg, Germany was referring to the inscription on the university president's seal: "Die Luft der Freiheit weht."

W. Glenn Campbell, whose tenure as director of the Hoover Institution on War, Revolution, and Peace at Stanford was marked by frequent conflict, has been taken off the guest list for official social functions at the institution by his successor, John Raisian. The action followed complaints by Serge Trifkovic, a visiting scholar, who said Mr. Campbell had made "outrageously insulting" remarks about Serbians. Mr. Trifkovic told *The San Francisco Chronicle* that he had tapes of Mr. Campbell saying, "It was too bad the Croats killed Jews, but they should have exterminated the Serbs so they would not have anything to do with them today."

Mr. Campbell denied making the remarks and said, "What do I care if I'm not invited to dinners at Hoover for Gorbachev and other political has-beens?"

Last year Janet D. Greenwood resigned as president of the University of Bridgeport after the trustees rejected an initial offer from a group sponsored by the Rev. Sun Myung Moon's Unification Church. This month the trustees agreed to become affiliated with the group—the Professors World Peace Academy (*The Chronicle*, April 22). Ms. Greenwood, who was one of three finalists for the presidency of Youngstown State University before Leslie H. Cochran was named to that post in March, has been named one of four finalists for the presidency of Rochester Institute of Technology.

Henceforth the University of Idaho and Idaho State University will hold their commencements on different days. A mother complained to Governor Cecil D. Andrus that she couldn't see her two children graduate this year, since both institutions' ceremonies are on May 16.

As part of many Earth Day celebrations last week, a letter from Chief Seattle to President Franklin Pierce was read. However, much of the text credited to the chief, who died in 1866, is the work of Ted Perry, now a member of the faculty of theater arts at Middlebury College, who wrote it as part of a script for a television film on pollution.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS



Gerard N. Burrow
Yale University



Charles R. Nash
University of Alabama



Carole Whitcomb
Foundation for Independent
Higher Education



David A. Rubino
Gannon
University



Frieda M. Holt
Pennsylvania State
University

■ **New college and university chief executives:** Emory and Henry College, Thomas R. Morris; Gannon University, Msgr. David A. Rubino; Indiana State University, John W. Moore.

■ **Other new chief executives:** Association for Supervision and Curriculum Development, Gene R. Carter; Colonial Williamsburg Foundation, Robert C. Wilburn; Foundation of Independent Higher Education, Carole Whitcomb; Southeastern Universities Research Association, Dennis W. Barnes.

Appointments, Resignations

Ahmed T. Abdelal, acting associate dean of the college of arts and sciences at Georgia State U., to dean of the college.

David F. Bishop, university librarian at U. of Illinois at Urbana-Champaign, to university librarian at Northwestern U.

W. Joseph Brookinton, dean of student development at Asbury College, to vice-president.

Michael J. Buckley, professor of philosophy at U. of Notre Dame, to director of the Jesuit Institute at Boston College, effective in September.

Lawrence Buell, professor of English and American literature at Harvard U., to dean for undergraduate education in the faculty of arts and sciences.

Marc Burnett, assistant vice-president for student services at Tennessee Technological U., to vice-president.

Gerard N. Burrow, former associate director of the school of medicine at San Diego, to dean of the school of medicine at Yale U., effective July 1.

Laet Carter, former associate director of major gifts at Cornell U., to vice-president for development and external affairs at Wells College.

Judith S. Conde, professor of Spanish and chair of foreign languages at Asbury College, to vice-president for academic affairs.

Donald W. Crawford, dean of the college of letters and science at U. of Wisconsin at Madison, to vice-chancellor for academic affairs at U. of California at Santa Barbara.

Harry K. Davis, president and chief executive officer of Senbright Corporation Limited, a subsidiary of Memorial U. of Newfoundland, to president and chief executive officer of U. of Victoria Innovation and Development Corporation, effective July 1.

Samuel M. Deitz, acting dean of the college of education at Georgia State U., to dean.

Bunell Dinkins, minister of pastoral care and counseling at Roswell (Ga.) United Methodist Church, to professor of pastoral counseling at Asbury Theological Seminary.

Charles R. Donnelly, former president of Mott Community College, to interim president.

Carole R. Drummer, manager of communications and public relations at New York State Library, to associate vice-president for college relations and associate professor of English at Carthage College (Ill.).

James W. England, provost at Swarthmore College, to provost at Temple U.

John Haupt, associate controller at Phillips Academy (Andover, Mass.), to controller of Bowdoin College.

Frieda M. Holt, professor of nursing at U. of Maryland, to professor and director of the school of nursing at Pennsylvania State U., effective July 1.

James C. Foster, dean of the college of arts, sciences, and letters at U. of Michigan at Dearborn, to vice-president for academic affairs at Saint Mary's College (Minn.).

William P. Gibbs, director of specialized enrollment at Geneva College, to director of university relations at LeTourneau U.

Frederick F. Gilbert, chair of natural-resources sciences at Washington State U., to dean of the faculty of natural resources and environmental studies at U. of Northern British Columbia.

R. Barbara Ottensmeyer, associate provost at State U. of New York College at Oswego, to provost and professor of English at Drake U.

Gary A. Orelke, vice-president for institutional advancement at Valparaiso U., to vice-president for development at Cranbrook Educational Community.

Antonia W. Hamilton, director of corporate and foundation relations at U. of Iowa Foundation, to director of foundation and corporate relations at Swarthmore College.

Patsy H. Hamlin, former dean of institutional advancement at College of West Virginia, to dean of the school of nursing and health and human services.

John Haupt, associate controller at Phillips Academy (Andover, Mass.), to controller of Bowdoin College.

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Continued on Following Page

Gazette

Continued From Previous Page
F. Robert Huth, controller at Lehigh U., to vice-president for administration and treasurer at Moravian College.
Ronald R. Ingia, vice-chancellor for academic affairs at Coastal Carolina College of U. of South Carolina, to interim chancellor.
Ann H. Johnston, associate director of the annual fund at U. of Notre Dame, to director of annual support programs at Colorado School of Mines.
Sue L. Kohn, director of career placement services at U. of Illinois at Chicago, to associate vice-president for student

development at California Polytechnic State U. at San Luis Obispo.
Norman Madson, dean of the college at McKendree College, also to vice-president for academic affairs.
Judith Modlin, director of information services at Indiana Vocational Technical College, to director of marketing services at Central Piedmont Community College.
James J. McGuinness, vice-president for administration at Rosary College, to vice-president for administrative affairs and treasurer at St. Thomas U. (Fla.).
Courtney J. Mink, former fund raiser for Medical Eye Bank of Maryland, to vice-president for institutional advancement at Baltimore International Culinary College.

Jerry L. Marzer, professor of preaching at Asbury Theological Seminary, to dean of the chapel, effective September 1.
Edward L. Mayen, dean of the school of education at U. of Kansas, to executive vice-chancellor.
John W. Moore, president of California State U.-Stanislaus, to president of Indiana State U.
Thomas R. Morris, professor of political science at U. of Richmond, to president of Emory and Henry College, effective July 1.
William S. Morrison, director of the center for northern studies and professor of history at Lakehead U., to dean of research and graduate studies at U. of Northern British Columbia.

Robert M. Morton, director of alumni and church relations at Crown College, to vice-president for college advancement.
Charles R. Nash, associate executive director of the commission on colleges at Southern Association of Colleges and Schools, to vice-chancellor for academic affairs at U. of Alabama System.
Richard N. Nason, associate dean for development and alumni relations in the school of law at Columbia U., to vice-president for university development and alumni relations.
Wendy Holmes Nelson, acting head of development at Walker Art Center (Minneapolis), to associate director of development at Macalester College.
Helen T. Ouellette, consultant in Massachusetts,

to vice-president for alumni and finance at New England College.
Mary Pavone, senior project manager at Boileau and Kline Inc. (Randolph, Vt.), to director of the Women in Science at Dartmouth College.
J. C. Phillips, director of the Center for Information Technology, to director of Information Technology, to director of Academic Television Services at Union U.
William R. Ralston, director of development, science, mathematics, and technology at Eastern Washington U., to associate director of major gifts at U. of Minnesota.
Michael W. Roberts, assistant to day

at Harvard U., also to secretary of the university.
Robert R. Robertson, director of development at U. of California, to vice-president.
Joseph R. Romano, public-relations specialist at U. of Vermont, to assistant director of public relations at U. of the South.
Michael R. Roper, assistant deputy commissioner at Boston City Hospital, to associate administrator for support services at U. of Massachusetts Medical Center.
David A. Rubin, interim president at U. of Wisconsin, to president.
Garrett U. S. S. S., professor and chair of history at Carnegie Mellon U., to dean of the college of humanities and social sciences.
Dr. Ray W. S. S., associate to the director at City Mission Society of Boston, to coordinator of the annual fund at U. of New Hampshire.

John J. S. S., former professor of sociology at U. of Southern California, to U. of Southern California.
Richard S. S., professor of art history at New York U., April 10 in New York.
J. V. S. S., former associate professor of physiology and biophysics in the medical and dental schools at Georgetown U., April 15 in Arlington, Va.
Wendell G. S. S., former senior management specialist at National Association of Schools of Public Affairs and Administration and former professor of political science at Texas Christian U., April 13 in Reston, Va.
Gordon H. S. S., former professor and chairman of music at American U., April 15 in Washington.
Richard S. S., professor of science at Roxbury Community College, April 12 in Newbury, Mass.
John J. S. S., professor emeritus of clinical psychiatry at College of Physi-

cians and Surgeons of Columbia U., April 12 in Deep River, Conn.
James H. S. S., former president of U. of Southern California, former president of U. of Nebraska at Lincoln, and former president of Southern Methodist U., April 15 in Pasadena, Cal.
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Coming Events

MAY

7-8: Environment. "China's Environment: Meeting Local and Global Challenges," conference, Portland State University, Portland, Ore. Contact: M. Gurney, (503) 725-3455, or S. Brick, (503) 725-4567.
7-8: Community college. Regional seminar, Association of Community College Trustees, Columbus, Ohio. Contact: ACCT, (202) 775-4667.
8-12: Multiculturalism. "Meeting the Chal-

lenges of an Inclusive Society," conference, Multicultural Institute of the International Counseling Center, Washington. Contact: (202) 483-0700.
8-13: Interdisciplinary programs. Annual conference, International Society for Interdisciplinary Education Training and Research, Montego Bay, Jamaica. Contact: SIETAR, (202) 737-5000, fax (202) 737-5553.
10-12: Information systems. "Campuswide Information Systems: Leadership Roles for Libraries," International Business Machines Corporation, Hilton Head, S.C. Contact: James Corey, (904) 392-9020, or Peggy Federhart, (303) 924-9228.
10-13: Community education. "Adult Education for Healthy Communities," conference, Simon Fraser University, Whistler, British Columbia. Contact: Christine Schlatter, (604) 291-5086.
10-13: Finance. "New Organizational Structures, New Project Models, and New Funding Sources for Economic Development," conference, Pennsylvania State University, Pittsburgh. Contact: (412) 565-7018.
10-13: Institutional research. Annual forum, Association for Institutional Research, Atlanta. Contact: (904) 644-4470.

10-13: Interdisciplinary programs. National conference on non-traditional and interdisciplinary programs, George Mason University, Virginia Beach. Contact: (703) 993-2020.
11: Disabilities. "Meeting the Challenge: Providing a Barrier-Free Environment," conference, University of Miami, Miami. Contact: (305) 284-4777.
11-12: Marketing. "Marketing Clinic: How to Increase Adult Student Enrollment," College Board, Omni Ambassador East Hotel, Chicago. Contact: Elena K. Morris, (212) 713-8101.
11-12: Student recruitment. "Skills Development for New Admission Recruiters," workshop, Council for Advancement and Support of Education, Toronto. Contact: CASE, (202) 328-5900.
11-13: Fund raising. "Corporate and Foundation Support," workshop, Council for Advancement and Support of Education, Los Angeles. Contact: (202) 328-5900.
11-13: Institutional advancement. Using Computers in Your Alumni and Development Operations, workshop, Council for Advancement and Support of Education, New Orleans. Contact: (202) 328-5900.

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JOHN CHAFFER, LaGuardia Community College; Author of *Thinking Critically: Specialized in Critical Thinking Across the Curriculum*
VINCENT RUGIERO, Author of *Setting Your Child's Mind and Teaching Critical Thinking Across the Curriculum: A Guide for Educators*

CAROL TAVRIS, Author of *A Better Education: Specialized in Critical Thinking and Reasoning*
ANGEL VILLARINI, University of Puerto Rico; A Leader in the Educational Reform Movement in Puerto Rico

EDWARD DAMER, Emory & Henry College; Author of *Advancing Family Reasoning*
NICHOLAS MICHELLE, Marquette College; Dean of Education; Specialist in Critical Thinking in French and Education

SUSAN HALLES, State College; Specialist in Critical Thinking, Reasoning, and Educational Achievement
WENDY OXMAN-MICHELLE, Director, Institute for Critical Thinking, Montclair State College

CHARLES BLATZ, University of Toledo; Critical Thinking Across the Curriculum
MARK WYKSTIN, Institute for Critical Thinking, Marquette College; Director, Association for Informal Logic & Critical Thinking

ROBERT SWARTZ, Co-Founder, Critical & Creative Thinking Program, University of Mississippi; Director, Specialist in Critical Thinking Instruction
MARLYN & CHARLES WITTE, University of Arizona; Department of Surgery; Specialist in Critical Thinking in Medical Education

NEL BROWNE & STUART KEELEY, Bowling Green University; Authors of *Setting the Right Example: Reasoning and Critical Thinking in a Teaching Strategy*
MARLYN MAYFIELD, Center for Applied Management; Author of *Thinking and Reasoning: Developing Critical Thinking Skills Through Writing*

WILLIAM DORMAN, California State University, Sacramento; Expert in Critical Thinking and Reasoning
BEAU FLY JONES, North Central Educational Laboratory; Author and Consultant

RALPH JOHNSON, University of Windsor, Ontario, Canada; A Major Leader in the Critical Thinking Movement
 And 100 other distinguished educators

Four days of workshops, panels, and demonstrations
 Two-Day Intensive Pre-Conference Sessions: August 7 & 8

The conference will include over 250 workshops and presentations on Critical Thinking theory and practice
 As the world's oldest and largest Critical Thinking conference, a full range of classes and workshops are available

- How to Design Effective Faculty Development
- How to Integrate Critical Thinking into Professional Education
- How to Integrate Critical Thinking into Professional Education
- How to Facilitate Departmental Involvement in Change
- How to Design Programs in Critical and Analytic Writing
- How to Use Learning Centers to Foster Critical Thinking

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SOME HIGHLIGHTS

REGISTRATION

Field in the Beautiful
 Sonoma/Napa Wine Country
 of Northern California,
 near San Francisco.

✓ For More Information Call or Write:
 Center for Critical Thinking and Moral Critique
 Sonoma State University
 Rohnert Park, CA 94928
 (707) 664-2940

✓ Conference Registration Fees:
 \$215 for 1992
 \$385 for 2 days (includes breakfast and lunch)
 \$570 for 3 days (includes breakfast and lunch)
 \$150 for each additional person
 \$150 for Discount Rate for Registration Paid by June 15, 1992
 Make Checks Payable to SSO Academic Foundation

WORKSHOPS, CALLS FOR PAPERS



THE HARVARD SEMINAR FOR NEW PRESIDENTS

July 24-29, 1992

A program designed to assist presidents as they prepare for their new jobs, and to ensure a successful start to their presidency.

Enrollment will be limited to 40 new presidents from all sectors of American higher education, who have not yet assumed office or are in the first year of their presidency.

For information:
Harvard Seminar for New Presidents
339 Gutman Library
Harvard Graduate School of Education
Cambridge, Massachusetts 02138
(617) 495-2655 • FAX: (617) 496-8051

PROTEUS

Call For Papers

Multiculturalism

Proteus invites submissions of original manuscripts relating to multiculturalism in America. This will include areas pertaining to immigration (legal and illegal), ethnic, race, class, and gender issues, educational practices, cultural group identities, and political effects. *Proteus* is interested mainly in practical, rather than theoretical, approaches dealing with the diverse demographic trends in American society.

Deadline for manuscripts is October 15, 1992.

Manuscripts must be typed, double-spaced and should follow either the MLA or APA text formats. Articles may not exceed 5,000 words with 3,000 words the optimum. Send four copies to: *Proteus* Managing Editor, Old Main 302A, Shippensburg University, Shippensburg, PA 17257 (Telephone 717-532-1206). Include a self-addressed, stamped envelope if you would like the manuscripts returned.

CALL FOR PRESENTATIONS

Sixth Annual Conference • September 24, 25 & 26, 1992

Distance Education, Training and Interactive Technologies

"Global Trends in Distance Education"

New England's #1 Technology Conference

Nationally recognized presenters from the field of distance learning and educational technology will provide thought-provoking ideas for discussion as we investigate creative ways to deliver education and training opportunities in the nineties.

You are invited to submit a proposal for a forty-five minute presentation that addresses the conference theme. For more information contact: Bob MacVane, Dean of Community and External Programs, University of Maine at Augusta, University Heights, Augusta, ME 04330, Phone: (207) 621-3170

PROPOSALS ARE DUE BY JUNE 1, 1992

University of Maine at Augusta

Coming Events

Continued From Preceding Page

11-18: Diversity. "Valuing Diversity Training: for the Users of the Valuing Diversity Film Series," workshop, Copeland Films Productions, Marquette Hotel, Minneapolis. Contact: (415) 668-4200, fax (415) 668-6004.

12: Education. "Interactive Multimedia in Education," videoconference, George Washington University. Contact: Arlene Polinsky, (202) 994-8233.

12: Information. "Information Sharing Across the Land," regional conference, Conference Board, Hyatt Regency Hotel, Chicago. Contact: Conference Board, (212) 759-0900, fax (212) 980-7014.

12: Institutional advancement. "Writing for Development," workshop, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: CASE, (202) 328-5900.

12: Safety. "Health and Safety for Educational Institutions: With Emphasis on Biological Materials Management," interactive-video teleconference, California State University. Contact: Susan Copeland, (310) 985-2817.

12-14: Administration. College Fair, National Association of College Admission Counselors, Hartford Civic Center, Hartford, Conn. Contact: NACAC, (703) 836-2222.

12-18: Faculty development. "Creating Climates for Learning," workshop, Council of Independent Colleges, Raleigh, N.C. Contact: (202) 466-7230.

12-18: Fund raising. Conference on annual giving, Council for Advancement and Support of Education, Adam's Mark Hotel, St. Louis. Contact: (202) 328-5900.

12-18: Institutional advancement. "Running an Effective Advancement and Information Services Program," workshop, Council for Advancement and Support of Education, New Orleans. Contact: CASE, (202) 328-5900.

Deadlines

A symbol (M) marks items that have not appeared in previous issues of The Chronicle.

FELLOWSHIPS

June 1: Humanities. Applications from university and college teachers and from independent scholars for fellowships in the humanities. Contact: National Endowment for the Humanities, Room 316, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0466.

GRANTS

May 11: Veterans. Applications for new grants under the Veterans Education Outreach Program. Contact: Ronald D. Amon, (202) 708-7861. (For further information, see *Federal Register*, February 6, Page 4,688.)

May 15: Aging. Applications for Allied-Signal Foundation grants for research on the genetics of cellular aging. Contact: Alliance for Aging Research, (202) 293-2856.

May 18: Development education. Applications for grants for curriculum development in development education at the undergraduate level. Contact: Center for Development Education, (202) 328-5900.

May 18: Student loans. Applications for institutional grants for funds under the Disadvantaged Student Support Program. Contact: Bruce Bagg, (202) 328-5900.

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